MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني

CONNECT

Student's Book
Term 1

Louisa Essenhigh
and Nicola Gardner

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformational journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Centeral Administrative of Curriculum Development (CACD) and specifically, the CACD Director and the amazing team there. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy

Minister of Education and Technical Education

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SCOPE AND SEQUENCE

Theme 1 I discover myself

	Unit 1 We plant our food	Unit 2 I want to be healthy!	Unit 3 How do I look?
Vocabulary	*bananas, beans, cakes, candy, carrots, chocolate, coconuts, eggs, grapes, lemons, limes, mangoes, milk, onions, pineapples, rice, castle, giant, grabbed, chopped, cage*	Activities: *football, handball,* *karate, kung fu, sailing, swimming, squash, tennis, tennis ball* Places and equipment: *football, football boots, football pitch, karate suit, tennis court, swimming pool, squash rackets, swimming goggles*	*T-shirt, sunglasses, swimming shorts, scarf, sweater, sneakers, necklace, pajamas, spotted, stripes, robe, pockets, sleeves, pearl, man-made*
Language	*Hello, what would you like? I'd like some carrots, please. Are there any beans? Yes, there are/No, there aren't.* Making suggestions: *How about buying some coconuts?* Countable and uncountable foods with *a, an, some,* and *any*	*What are you good/great/bad at?* *I'm good at playing football, but I'm bad at sailing. What about you?* *I'm good at playing football because I can run fast.* Review of comparatives (i.e., *worse than, better than*) superlatives	Infinitive of purpose i.e., *I wore a galabeya to stay cool, She went to town to buy a sweater.* Past simple i.e., *I went to my bedroom to go to sleep, Tarek went to the market to buy some oranges.*
Skills	**Reading:** Food diaries A fairy tale: *Jack and the Beanstalk* Reading a recipe for *basbousa* **Listening:** dialog between two friends about healthy and unhealthy food, and food preferences Dialog at the market **Speaking** Roleplaying a dialog between customers and market sellers, discussion about food production, discussion about personal diet and how to make sensible food choices **Writing:** Write a recipe for a healthy meal giving ingredients and instructions **Project**: Making a poster about the production and use of a locally-produced fruit or vegetable	**Reading**: Text about environmental issues A sports biography about Hedaya Malak **Listening:** about sports results/sports equipment/ sports news **Speaking:** Discussing sports and leisure preferences, saying what I'm good or bad at, discussion about what we can do to protect the air, sea, and trees **Writing:** Solutions for the protection of the air, seas, and trees. A sports biography of a famous Egyptian sportsperson **Project :** Research and give a presentation about how to help my local environment by offering solutions to current issues	**Reading:** Text about traditional clothes and those for special festivals. A fairy tale: *The Elves and the Shoemaker* Blog about different school uniforms Text about traditional clothes worn in Mexico **Listening:** Packing for a holiday to AL Fayoum Listening and identifying clothes from a description **Speaking:** Discussing traditional clothes, talking about favorite clothes, and those for special festivals **Writing:** A description of your favorite clothes using a range of adjectives about opinion, size, age, color, and material **Project:** Research traditional clothes from a chosen country and write a leaflet
Phonics	Identify and pronounce initial, medial, and final phonemes in spoken single- syllable words e.g., cake, lime, bean, grape, egg, milk, rice, candy. Identify spelling correspondences for additional common vowels, e.g., cake, rain, gray.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Distinguish between short and long vowel sounds. Identify the number of syllables in two-syllable words.	Distinguish rules for simple past tense (i.e.,/d/, /t/, and / ɪd/.)
Life skills	**Self-expression/independence** Choose a recipe to write about **Decision making:** Deciding which meals are healthy and living a healthy life	**Critical thinking:** Possible solutions about how to make local environments less polluted and more pleasant	**Respect for diversity:** Understanding how other people dress and their unique identity
Values	**Showing respect for others:** Respecting differences and respecting people who help us by asking for things politely Giving constructive feedback to peers		**Mercy** Talking about why people help others Appreciating differences
Issues and challenges	**Making sensible food choices** How to live a healthier life	**Environmental responsibility** What can we do to make our environment a better place to live?	**Non-discrimination** Traditional clothing from around the world
Integrated cross-cultural topics	**Science:** Review of where our food comes from **Math:** Decimal fractions **Project:** Making a poster about the production and use of a locally produced fruit or vegetable	**Social studies:** Solutions to improve the local environment **Math:** Add and subtract decimals to thousandths; solve problems **Project:** Ideas to make local cities and communities less polluted and more pleasant	**Math:** Multiply multi-digit numbers **Culture:** Traditional clothes from Mexico **Project:** Research traditional clothes from a chosen country and write a leaflet

Theme 2 Myself and others

	Unit 4 Looking after our world	Unit 5 Jobs we do	Unit 6 What's the weather like?
Vocabulary	*forest, island, lake, mountain, coral reefs, river, waterfall, rare, reign, sunsets, tombs, hiking, eco-lodges, dive, environment, hotels, wildlife, pollution*	*crab, fish, insect, rocks, sand, seaweed, sunlight, tree, water dentist, teacher, vet, biologist, journalist, receptionist, pianist, scientist, scribe, craftsman, grains, doctor, trader, ecosystem, living, non-living, rockpool, skillful, hieroglyphs, buzzing, relaxing, fence, carry on*	*cloud, ice, rain, rainbow, snow, sun, wind, cloudy, sunny, windy, rainy, heat wave, sandstorm, strong winds/storm, tidal wave, shade, cry, knocked, nearby*
Language	Past Continuous i.e., *We were walking in one of the Nubian villages this morning. What were you doing at (8am) yesterday ? I was going to school.*	Present Simple third person singular endings i.e., *She catches a bus, He flies a plane, It eats fruit.* *Must* for things that we have to do, and *mustn't* for things we are not allowed to do i.e., *I must do my homework, I mustn't walk on the grass.*	Frequency adverbs i.e., *always, sometimes, usually, often, never.* *How often do you...?* *I often sit out on our balcony on hot nights.* *I'm always in bed by 11pm.*
Skills	**Reading:** Text about an eco-resort in Taba **Listening:** My visit to Elephantine Island The positive and negative things about tourism **Speaking:** Discussing and identifying villages, cities, and towns in Egypt, and personal preferences Talking about what you were doing at specific times in the past Talking about the positive and negative aspects of eco-tourism **Writing:** Research and write a flyer about eco-tourism **Project:** Researching and creating a flyer about an eco-destination Working collaboratively	**Reading:** A fable: *The Ant and the Grasshopper* Text about working in a team **Listening:** Jobs in Ancient Egypt **Speaking:** Discussing different jobs Completing a survey about favorite jobs **Writing:** Write short description of three jobs Pros and cons of certain jobs – a job you like and a job you don't like **Project:** A poster about teamwork	**Reading:** Text about the weather in Egypt Text about a heat wave Texts about extreme weather events **Listening:** Weather in different Egyptian cities **Speaking:** Discussion about favorite weather and season Discussion about what to do in a heat wave **Writing:** Writing an account of an extreme weather event Writing tips about keeping safe in extreme weather **Project:** Make a leaflet about keeping safe in extreme weather
Phonics	Recognize and pronounce three consonant clusters in initial position i.e., *scr-, str-*, and *thr-* Recognize and read grade-appropriate regularly spelled words	Read and correctly pronounce diphthongs / aʊ/, /aɪ/, and /ɔɪ/ The suffix *-ist* for jobs i.e., dentist, biologist	Differentiating between /p/ and /b/ i.e., *bull* and *pull, bear* and *pear* Identifying silent letters i.e., *clim**b**, t**w**o, **h**our, i**s**land, **k**nife, **w**rite*
Life skills		**Problem solving:** What we need to survive **Collaboration:** Make a poster about teamwork and how to work effectively in a team How to work out a solution when you disagree with someone	**Accountability** Behaving responsibly in emergencies
Values	**Tolerance**	**Independence** What you can do now to help you in the future	**Independence** Looking after our world How can we save water?
Issues and challenges	**Citizenship**	**Globalization**	**Sustainable development**
Integrated cross-cultural topics	**Project:** Researching and creating a flyer about an eco-destination Working collaboratively	**Science:** Different kinds of ecosystems, living and non-living things **Math:** Pie charts **Project:** A poster about teamwork	**Project:** A leaflet about keeping safe in extreme weather

LET'S REMEMBER

LESSON 1

Unjumble the letters to make words

1 lcel ehopn ______

2 emtor ______

3 lpouoinlt ______

4 aspsdowr ______

5 tbao ______

6 atxi ______

7 odruhtg ______

8 mart ______

9 od eracrshe ______

10 artfcif ______

11 lfodo ______

12 etxt smeagse ______

Complete the table with the words in Exercise 1. Then listen, check, and say the words

Social media	Transportation	Environment

3 Now complete the crossword with the words in Exercise 1

Down

1 When there isn't enough water.

2 When there's too much water.

3 The special code you need to access your computer.

4 Lots of cars on the road.

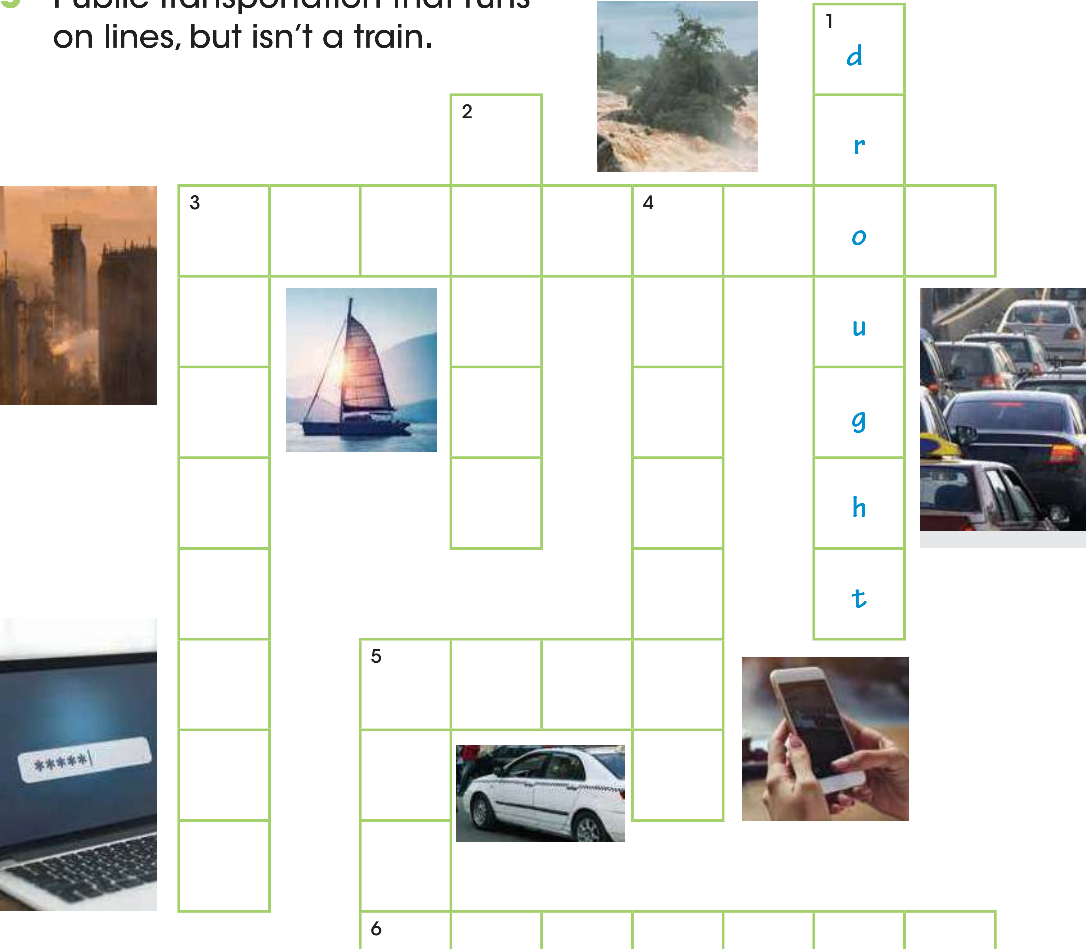
5 Public transportation that runs on lines, but isn't a train.

Across

3 When there are a lot of harmful chemicals in the air.

5 A car you can ride in the street, which someone else drives.

6 A small note you write to someone on your cell phone.



4 Write three sentences about your favorite transportation. Talk about why you like it. Is it good or bad for the environment?

____

____

____

____

5 Write the past simple tense for the verbs below. Then check the irregular verbs

1	is	was	✓	2	play	______	☐
3	swim	______	☐	4	see	______	☐
5	walk	______	☐	6	study	______	☐
7	have	______	☐	8	help	______	☐
9	do	______	☐	10	go	______	☐

6 Complete the text with the past simple verbs from Exercise 5

Maged and Lama are brother and sister. They 1 ______________ a nice weekend. They 2 ______________ football together in the park on Friday morning. Then Lama 3 ______________ her mom to clean the house. And Maged 4 ______________ with his dad to the supermarket. On Friday evening, Lama went to the cinema with her friend's family and they 5 ______________ a movie. It 6 ______________ very good. Maged 7 ______________ to the beach along the coast path and 8 ______________ in the sea with his dad.

The following day, they went to the zoo together. They saw lots of interesting animals. In the evening, Maged 9 ______________ for a test and Lama 10 ______________ her homework. It was a lovely weekend!

7 Work with a partner. Answer the questions

1 Did Maged and Lama like their weekend? Why / Why not?

2 Who helped mom?

3 Who went swimming with dad?

4 Who went to the zoo?

8 Circle the correct verb in the sentences

1 You **should / can** get to the train station by 10 am to catch the train.

2 We **must / can't** plant more trees to get fresher air.

3 Wael **should / shouldn't** give his password to his friends.

4 Dina **can / needs** to buy another pen to do her homework.

5 Dalia **should / can't** put on her seat belt.

6 You **mustn't / need** to look right and left before you cross the road.

9 You are playing a computer game with your friends. Complete the table with the pros and cons from the box, then add two ideas of your own

lots of fun   wastes time   helps us think about solutions
some games don't teach us anything   we can learn from some of them

Playing a computer game

Pros	Cons

10 Complete the phrases for writing about pros and cons with words in the box

also   general /conclusion   opinion   other hand   think

1 Many people ________________
2 They ________________
3 But, on the ________________
4 In ________________
5 In my ________________

11 Write a paragraph using the phrases in Exercises 9 and 10

Many people think ________________________________

________________. **They also say** ________________________

____.

But, on the other hand, ________________________________

____.

In general, ________________________________.

In my opinion, ________________________________.

UNIT 1

We plant our food

UNIT 1

In this unit I will ...

- listen, read, research, and write about different types of food.
- listen to a conversation about favorite food.
- practice making suggestions with *how about*.
- read a fairy tale.
- practice saying vowel sounds.
- understand decimal fractions.
- write a recipe.
- research and make a poster about fruit and vegetables that grow in Egypt.

Look, discuss, and share

Do you often go to the market?

What do you buy?

Did you know?

Pineapples don't grow on trees! They grow on the ground.

Find out

Think of a fruit you know, like apples or strawberries. Do they grow on trees, **bushes**, or **vines**? Think and share your answers with your partner.

LESSON 1 FOOD AND DRINK

Listen and read. Does Fareeda think chocolate is healthy?

Dina: What's your favorite food, Fareeda?

Fareeda: That's easy! It's chocolate.

Dina: Mmm … I love chocolate too. But it isn't healthy, is it?

Fareeda: I think it's OK to eat a little. But yes, it is unhealthy if you eat a lot.

Dina: What's your favorite healthy food?

Fareeda: Oh, I like chicken and I like fish. But my favorite is mango. We have a mango tree in the garden.

Dina: I love mango too. We don't have a mango tree. We have a lime tree and a lemon tree.

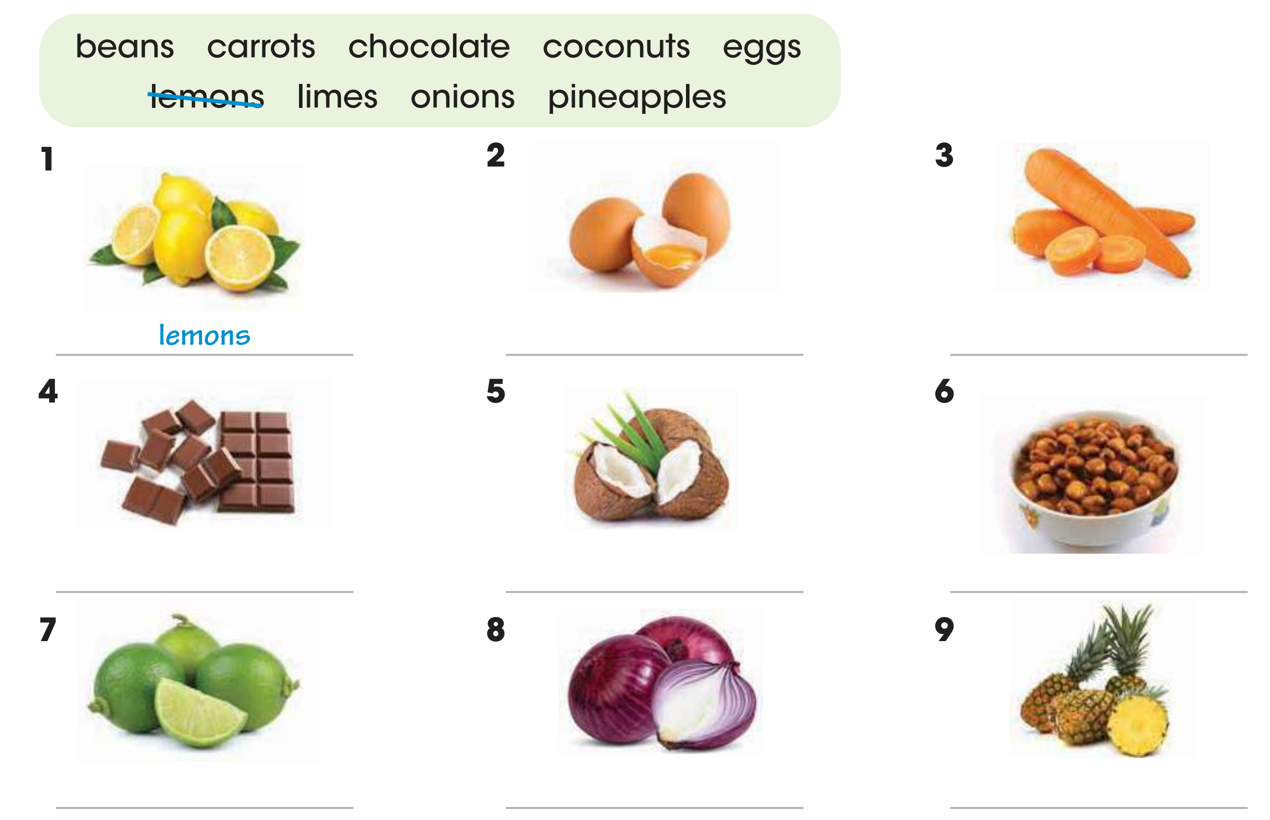
Fareeda: My uncle grows onions and potatoes. He has chickens too. He collects fresh eggs every day. Sometimes he sells them at the market.

Listen again and answer *T* (True) or *F* (False). Correct the false sentences

1 Fareeda's favorite food is chocolate. T
2 Dina doesn't like chocolate.
3 Fareeda's favorite healthy food is fish.
4 Fareeda has a mango tree in her garden.
5 Dina has a mango tree in her garden.
6 Fareeda's uncle buys eggs at the market.

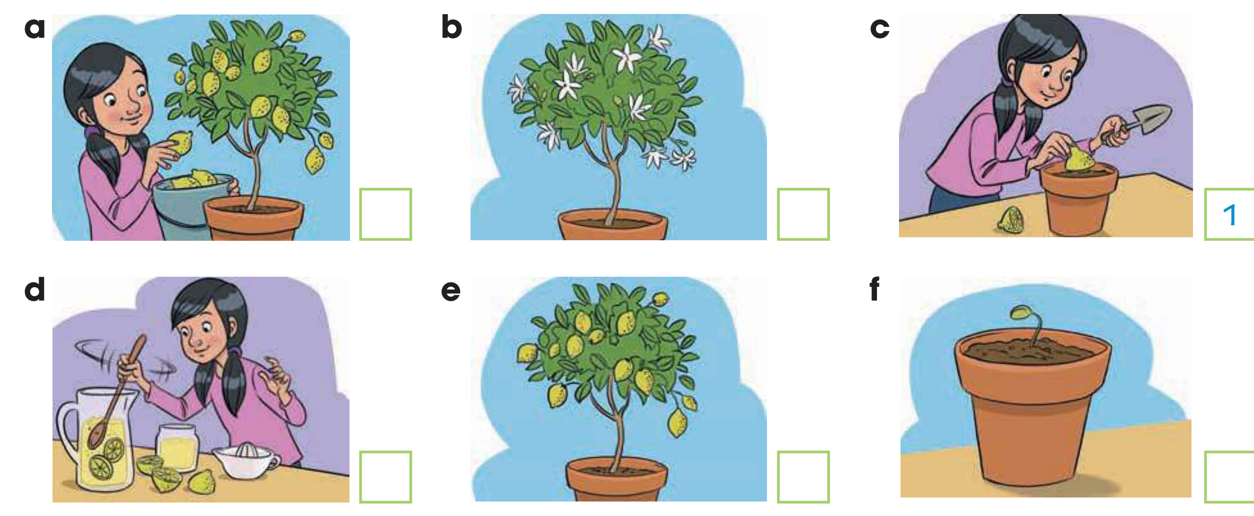
3 Look and write

beans carrots chocolate coconuts eggs
~~lemons~~ limes onions pineapples



4 Listen, check, and say

5 Look and put the pictures (a-f) in the correct order (1-6)



6 Do you grow fruit at home? Say

We grow mangoes in our garden!

LESSON 2 MY SHOPPING LIST

1 Think about some of the food your family buys every week. Make a list

2 Compare your list with a partner. What is the same? What is different?

3 Listen and write the names

Amal Nada Ibrahim Ashraf

1

2

3

4

1 ____________ 2 ____________ 3 ____________ 4 ____________

4 Listen again. Complete the sentences with the words in the box

Chocolate koshari mahalabia mango onions pineapple ~~tomatoes~~

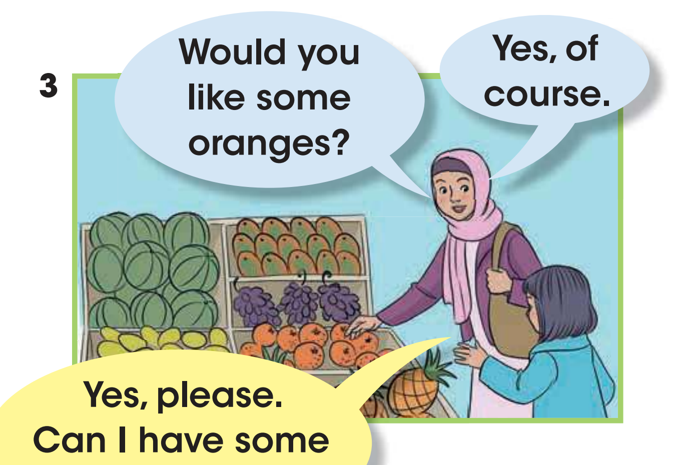
1 Ibrahim and his mom buy _tomatoes_ and a ____________.
2 Nada doesn't have a ____________ tree in her garden.
3 Nada wants ____________ for dessert.
4 Ashraf and his mom need to buy bread, rice, and ____________.
5 Ashraf wants ____________ for lunch.
6 ____________ is not on Amal's mom's list.

Look and read

1

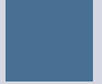
2

3



4

Language focus



We use ***a*** with singular countable nouns that begin with a consonant.

I would like **a banana**, please.

We use ***an*** with singular countable nouns that begin with a vowel.

I would like **an orange**, please.

We use ***some*** with plural countable nouns and uncountable nouns.

I would like **some apples**, please. I would like **some rice**, please.

We use ***any*** with plural countable nouns and uncountable nouns in questions and negative sentences.

Are there **any tomatoes**? We haven't got **any grapes**.

6 Look and circle the correct words

1 Are there any **tomato / tomatoes**?
2 I would like **some / any** eggs, please.
3 Please, can I have **a / an** apple?
4 I would like **a / an** pineapple and **a / an** orange.
5 Do you have **a / any** carrots, please?
6 How about **buy / buying** an apple, Mom?
7 How about buying some **grapes / grape**?

7 Work with a partner. Write and say

Student A, you are a market seller. Write down all the fruit and vegetables that you sell.

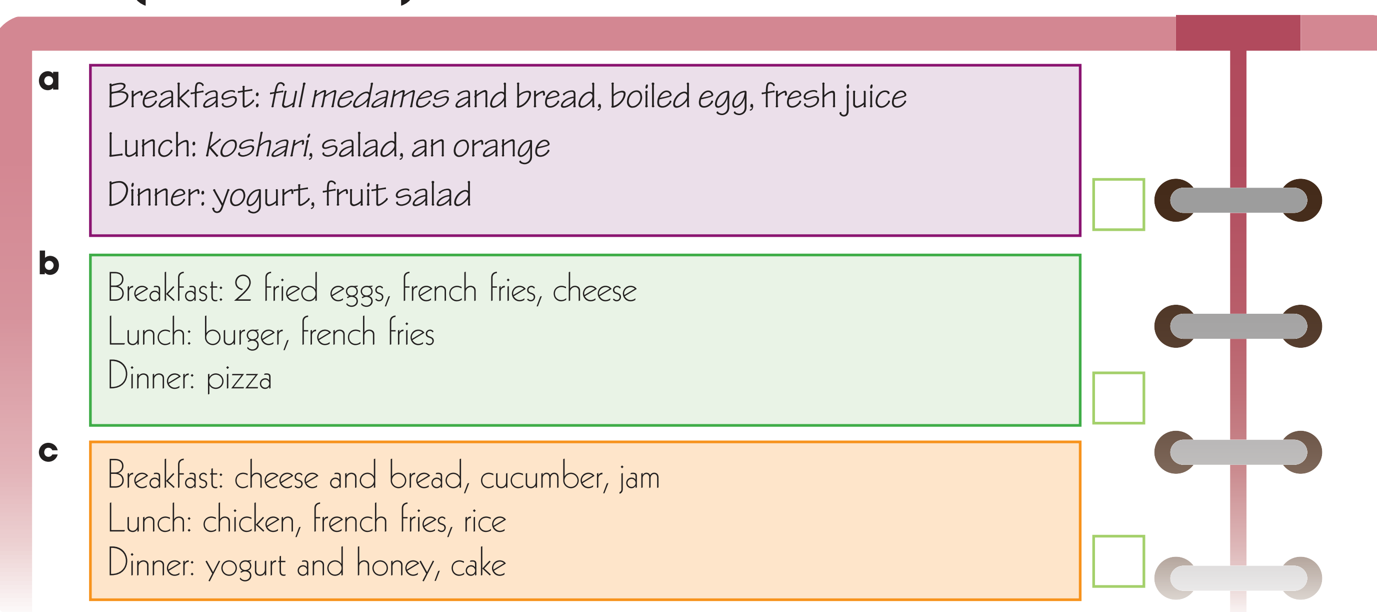
Student B, you are a customer. Write down all the fruit and vegetables that you want to buy.

Act out a dialog.

8 Listen and check (✓) the things Jana and her mom have

9 Look again at the foods in Exercise 8. Are they healthy or unhealthy? Think and compare with a partner

10 Read the food diaries. Order them from *1* (healthiest) to *3* (unhealthiest)



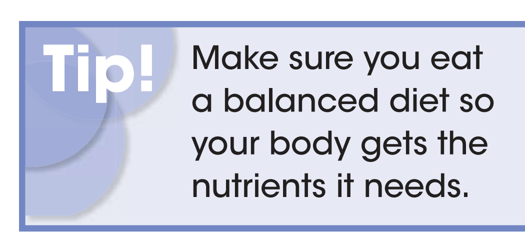
a
Breakfast: *ful medames* and bread, boiled egg, fresh juice
Lunch: *koshari*, salad, an orange
Dinner: yogurt, fruit salad

b
Breakfast: 2 fried eggs, french fries, cheese
Lunch: burger, french fries
Dinner: pizza

c
Breakfast: cheese and bread, cucumber, jam
Lunch: chicken, french fries, rice
Dinner: yogurt and honey, cake

11 Work with a partner. Is your diet healthy or unhealthy? Discuss. Think about these questions

1 Why is it important to eat healthy food?
2 What happens to your body if you eat unhealthy food?
3 How often do you eat healthy/unhealthy food?
4 How do you make sensible food choices? Write four sentences.



Tip! Make sure you eat a balanced diet so your body gets the nutrients it needs.

UNIT 1

LESSON 3 JACK AND THE BEANSTALK

1 Listen and read. What did Jack get for his cow?

1

Jack and his mother were very poor. "Go to the market and sell our last cow," said Jack's mother. "Please get a good price, Jack!"

2

On the way to the market, Jack met an old man. "I have these special beans. Do you want to buy them? They will make you rich!" said the man.

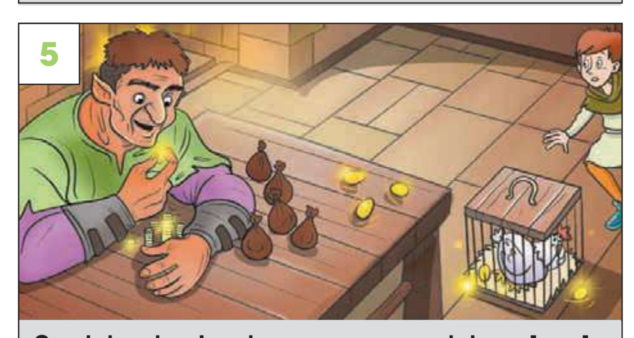
3

Jack bought the beans. But his mother was very angry. "We need food, Jack, not beans!" She threw them out of the window. "Sorry , Mom," said Jack. "I thought they would help us." Jack went to bed. He was sad and very hungry.

4

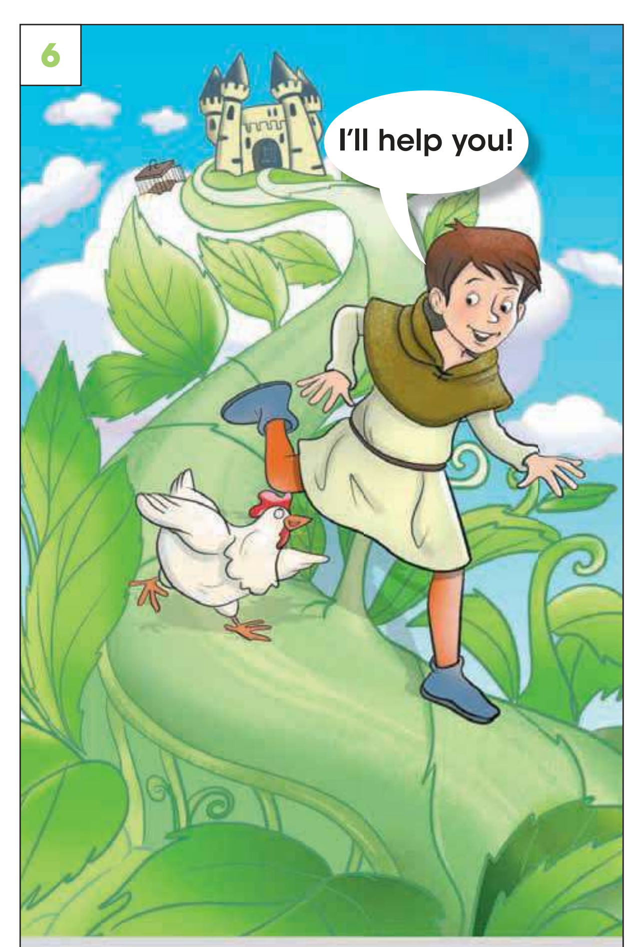
The next morning, Jack saw a very tall beanstalk in the garden. It went all the way up to the clouds. Jack climbed the beanstalk. At the very top, he saw a **castle**. Jack went inside to see if anyone needed help.

5



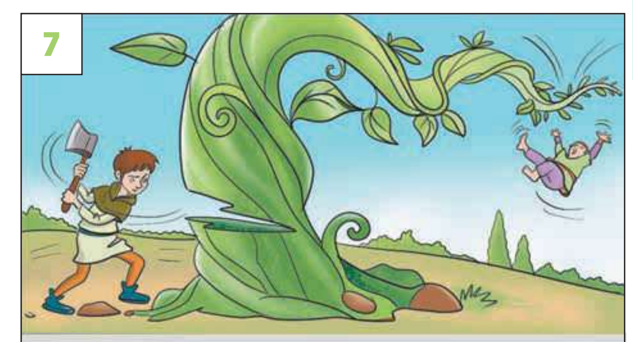
Suddenly, Jack saw a very big **giant**. He was counting bags of gold coins. There was a hen on the floor. The hen was in a **cage**. Next to the hen were some golden eggs.

6



The hen looked very sad. It was a magic hen, and it could talk! "Help me, please," cried the hen. "Save me from this terrible giant!" "I'll help you!" said Jack.

7



As soon as Jack reached his garden, he **grabbed** his axe. He **chopped** down the beanstalk. The giant fell on the ground and ran away. The hen was happy! It was free at last!

8

"Thank you for helping me, Jack. You are a kind boy. Can I please stay with you and your mother?" Jack and his mother weren't poor anymore. They sold the golden eggs to buy food. Jack and his mother lived happily ever after.

2 Look at the words in bold. Match them to their meanings

1	giant	**a**	a very large building built a long time ago
2	grab	**b**	to cut something down
3	castle	**c**	a box in which we keep animals
4	chop	**d**	a very, very big person
5	cage	**e**	to pick something up quickly

3 Think and discuss with your partner

Did you like the story? Why? Why not?

PRONUNCIATION

1 Look and write

1

c_a_ke

2

l__me

3

b__ __n

4

gr__pe

5

__gg

6

m__lk

7

r__ce

8

c__ndy

2 Listen and check. Then listen and repeat

3 Say. Then circle the odd one out

1	grape	egg	bread	2	mango	egg	candy
3	fish	meat	bean	4	lime	rice	cake

4 Read. Then listen and complete

Some words sound the same but have different spellings.

c**a**k**e**	a_e	sn**a**k**e**
r**ai**n	ai	p**ai**n
gr**ay**	ay	st**ay**

1 I s__ __, 'Let's pl __ __!'

2 Let's b__ke a c__ke.

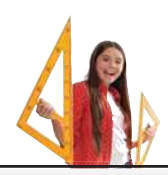
3 Sn__ __ls have t__ __ls.

5 Write three sentences with the words in Exercise 4

1 ______________________________

2 ______________________________

3 ______________________________



MATH

Decimal fractions

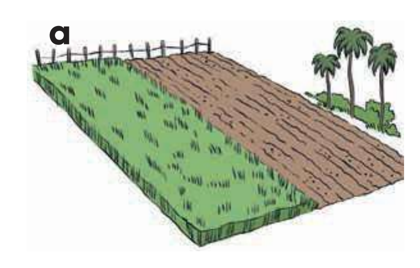
numerator — $\frac{1}{6}$ — denominator

1 Look, read, and remember decimal fractions

2 Look and say

3 Look, read, and write the fractions

$\frac{1}{5} = 0.20$	$\frac{1}{4} = 0.25$	$\frac{1}{3} = 0.333$
$\frac{1}{2} = 0.50$	$\frac{2}{5} = 0.40$	

a

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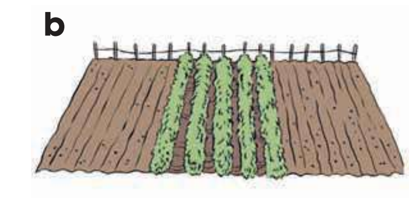
b

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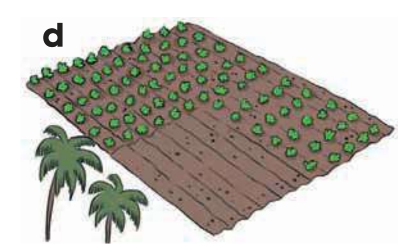
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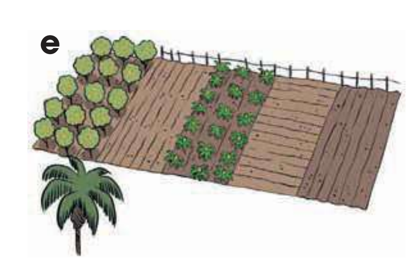
e

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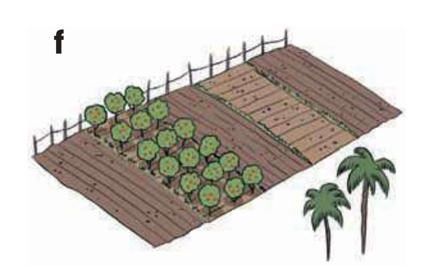
f

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1 Walaa planted $\frac{1}{3}$ of her field.

2 Amir planted $\frac{1}{2}$ of his field.

3 Tarek planted $\frac{1}{4}$ of his field.

4 Lubna planted $\frac{1}{5}$ of her field.

5 Sherif planted $\frac{3}{4}$ of his field.

6 Manar planted $\frac{2}{5}$ of her field.

4 Think and write

Did you know?

0.4 = 0.40 = 0.400

1 $\frac{1}{3}$ = 1 ÷ 3 = 0.333

2 $\frac{1}{2}$ = _______________ = _______________

3 $\frac{1}{4}$ = _______________ = _______________

4 $\frac{1}{5}$ = _______________ = _______________

5 $\frac{3}{4}$ = _______________ = _______________

6 $\frac{2}{5}$ = _______________ = _______________

UNIT 1

LESSON 4 WRITING

1 Look and read. What is the recipe for?

INGREDIENTS

2 cups semolina

1 cup yogurt

$\frac{1}{3}$ cup sugar

$\frac{1}{2}$ cup melted butter

1 tsp baking powder

1 cup coconut

almonds

Syrup

$\frac{3}{4}$ cup water

2 tbsp honey

My favorite recipe

We cook lots of different things, such as lentil soup, *ful medames*, and ***molokhia***. My favorite thing to bake is *basbousa*. This is how you make it.

First, you need to turn your oven on to get it hot. Then **weigh out** the ingredients. Then you **mix** the semolina, coconut, sugar, and melted butter. You should mix these ingredients by hand. I love doing this! Then you add the yogurt and **pour** the mixture into a baking dish.

You can use a knife to make diamond shapes on top of the *basbousa*. Put an almond on each diamond. It looks really pretty. **Bake** the *basbousa* in the oven for 30 minutes.

Make the syrup. Put the honey, water, and lemon juice into a saucepan. **Boil** the mixture for about 10 minutes.

Take it out of the oven. Then pour the syrup over the *basbousa*. **Cut** the *basbousa* and share it with your family!

2 Look at the words in bold in the text. Match them to their meanings

a

c

e

1 weigh out
2 mix
3 pour
4 bake
5 boil
6 cut

b

d

f

3 Choose a dish you want to make. Write the ingredients. Look at the recipe in Exercise 1, then write the recipe for your dish. Write 30–40 words

INGREDIENTS

____
____
____
____
____
____
____
____

Recipe

____
____
____
____
____
____
____
____
____
____

Tip! When writing a recipe, use the base form of verbs, and imperatives to give instructions. Use sequence words (*first, then, after that, etc.*) to organize your steps.

UNIT 1

LESSON 5 PROJECT

1 Think and research

Research a fruit or vegetable that grows in Egypt. Find out where and how it grows. Find out what we use it for. Think about these:

1 What dishes can you make with it?

2 What other ingredients do you add to it?

3 Find a recipe you would like to make that uses it.

2 Read and do

1 Draw or find some pictures you can use.

2 Make your poster.

3 Show your poster to the class

Mangoes grow in Egypt. We can make a lot of drinks and dishes with it. We can make delicious mango juice or cocktail juice. We can also make a fruit salad and a mango cake.

4 Discuss

Talk to your classmates about their posters. Tell them what you like. Tell them what you learned from their posters.

SELF-ASSESSMENT

1 Do you remember these foods? Look and write

1
beans

2 ______

3 ______

4 ______

5 ______

6 ______

7 ______

8 ______

2 Complete the dialogs

1 **Seller:** Hello. Would you like some ______?

Nader: No, thank you. I would like some ______.

2 **Seller:** Hello. Would you like some ______?

Rania: Yes, please!

Seller: How about buying some ______?

Rania: No, thank you. I ______ ______ some ______.

3 Think about Unit 1

Write two things you enjoyed.

______

______

Write two things you learned.

______

______

UNIT
2
I want to
be healthy!

UNIT 2

In this unit I will ...

- listen, read, research, and write about sports.
- talk about sports I'm good or bad at.
- read and listen to a science fiction story.
- learn how to say single-syllable words.
- write a biography about a famous Egyptian sportsperson.
- give a presentation about how to help my local environment.

Look, discuss, and share

What are the children in the photo doing?

How do they feel?

What's good about sport?

What's your favorite sport? Why?

Did you know?

This is bubble football. There are lots of unusual sports you can try. They're fun, and they can keep you healthy!

Find out

Find some more unusual sports.

Share your answers with your partner.

LESSON 1 SPORTS

Listen and read. Number the sports in the photos in the order Seleem and Wael talk about them

Seleem: What are you watching?

Wael: An old match between Raneem El Weleily and Nour El Sherbini – it's great. I love **squash**!

Seleem: Me too! Who's winning?

Wael: Raneem – she's very good at playing squash.

Seleem: I know. What sport are you good at?

Wael: I'm very good at playing tennis, but I'm bad at playing handball. What about you?

Seleem: I'm good at playing squash, but I'm bad at playing tennis. I love football too.

Wael: So do I, but I'm better at tennis than I am at football. Let's go and play a game of football.

Seleem: Yes, let's go to the club later.

Wael: Yes! And what other sports do you watch on TV?

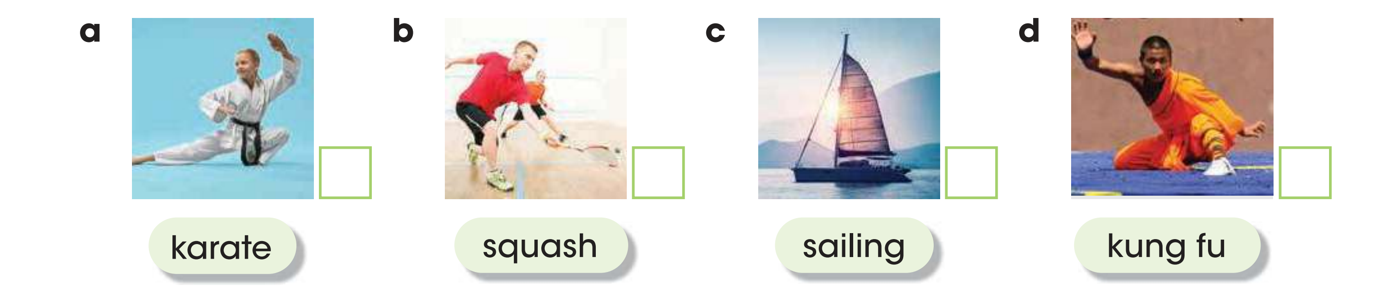
Seleem: I love watching **karate** and **kung fu**. And you?

Wael: My favorites are swimming and **sailing**. Sailing looks fun!

Seleem: Great! So what time do you want to play football?

Wael: About five?

Seleem: Awesome – see you in the club later!



2 Listen again and circle the correct words

1 **Seleem / Wael** is watching a squash match.
2 Seleem and Wael **like / don't like** sport.
3 Wael is **worse / better** at football than he is at tennis.
4 They agree to play **squash / football** later.

3 Look and match

a

c

e

g

1 kung fu
2 tennis
3 sailing
4 swimming
5 squash
6 karate
7 football
8 handball

b

d

f

h

4 Work with a partner. Discuss

Find out

What is the most popular sport in Egypt?

AN AWFUL NIGHTMARE!

1 Look at the photos in the story. What do you think the story is about?

2 Listen and read. Check your answers to Exercise 1

I can't breathe, I know that. The air is black and **toxic**. There are too many **emissions** from cars. It's dangerous for children's lungs and we have to stay at home. There are many days when we can't go to school because the air is too bad. My little brother had to go to the hospital because of problems with his **breathing**.

I remember when we could go to the park and play with our friends – the grass was green and the sky was blue. We could even see the sun. Now we can't see the sun any more because the sky is gray or black. I remember going on holiday and playing on the beach with my family. We swam in the sea, but now we can't swim in the sea because there's too much plastic in it and it is dirty. Other things I remember are eating fruit from trees and sitting in their **shade** on hot days. But now they cut down all the trees so we only have fruit from **greenhouses** and we can't sit outside any more.

But wait, what's that? It's my mom calling and it's time to get ready for school! It was all an awful **nightmare**! I look outside and the sky is blue and I can see the sun. We're going to the park today. But I remember my dream and I know in my heart we need to look after our planet. We can drive our cars less, use our bikes more, plant trees, and keep our sea clean, but we must work hard at this!

3 Look at the words in bold. Match them to their meanings

1	toxic	**a**	a bad dream
2	emissions	**b**	to move air into and out of your lungs
3	shade	**c**	gases from cars or factories
4	nightmare	**d**	out of the sun
5	greenhouse	**e**	very bad to eat or breathe
6	breathe	**f**	a glass building used for growing plants

4 Read the story again and complete the recount. Use your own words

The child is asleep in bed and has a bad dream.
He dreams about horrible, black air, and not being able to ______________.

____.

He dreams that he can't go to school to see his friends.

____.

He then wakes up and ____

____.

But even so, he thinks about

____.

5 Write. What do you think of the story? Could it happen? Do you think some places in the world are like this now? What can we do to protect our air, our sea, and our trees?

____

____

____

____

____

LESSON 2 I'M GOOD AT ...

Language focus

We use *good, great, bad* + *at* to talk about things we do or don't do well.

I'm very **good at** playing football, but I'm very **bad at** sailing.

Look at the sentence above. Then circle the correct word in this sentence:

I'm very good at **drawing / draw**.

We use the *-ing* form with *good/great/bad at*. To make the *-ing* form, we take the infinitive of the verb (e.g. *play*) and add *-ing* (e.g. *play**ing***).

If the verb ends in *-e* (e.g. *make*), we delete the *-e* and add *-ing* (e.g. *mak**ing***).

He's very bad at **making** cakes, but he's good at **making** *shawerma*.

1 Complete the sentences

1 I'm good at ______________ (play) football.
2 My sister is very good at ______________(write) poems.
3 Sami's bad at ______________(speak) French!
4 They're great at ______________(help) their mom in the kitchen.

2 What are you good/great/bad at? Write three sentences about you in your notebook with the phrases in the box

do karate	draw	help my mom/dad	
make dinner	play chess	play tennis	read

I'm good at reading Arabic, but I'm bad at making dinner.

3 Work with a partner. Discuss your sentences from Exercise 2

I'm good at reading Arabic, but I'm bad at art. What about you?

I'm bad at playing the piano, but I'm good at singing.

4 Look and write. Use *good at, bad at, great at,* and the phrases in the box

~~climb trees~~ cook do jigsaws draw jump walk across the desert

1 2 3 4 5 6

1 Monkeys are good at climbing trees.
2 Cats ______.
3 Camels ______.
4 Mazen ______.
5 Reem ______.
6 Dad ______.

5 Look and listen. Match the people to what they are good or bad at. Write *D* (Dalia), *A* (Aser), or *S* (Salma)

a D
b $\frac{1}{2} \underset{\times 2}{\overset{\times 2}{=}} \frac{2}{4} \underset{\times 2}{\overset{\times 2}{=}} \frac{4}{8}$
c
d
e
f
g

6 Listen again, and complete the sentences

1 Hi, I'm Dalia. I'm good ______ playing football and making cakes. I'm bad at playing handball.

2 Aser is my brother. He's ______ at playing tennis, but he's bad at ______ me in the kitchen!

3 My sister's name is Salma. She's good at doing math. She's ______ at tidying her room!

UNIT 2

7 Work with a partner. Discuss

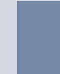
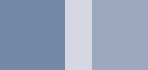
Which are your favorite sports ...

1 to do on your own?

2 to do with others or in a team?

3 to watch on TV?

taekwondo

Language focus

good/great/bad at + noun — I'm **good at tennis**, but I'm **bad at football**.

8 Talk to your classmates. Copy and complete the table

What are you good at? What are you bad at?

Name	good at	bad at
Hazem	handball	taekwondo
Dina	karate	football

9 Talk to your classmates. Find out which sport most people are ...

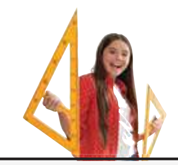
1 good at. Why?

2 bad at. Why?

I'm good at football because I practice a lot. What sport are you bad at?

I'm good at table tennis because I can move fast. What sport are you good at?

10 Work in groups. Write 30–40 words saying what you and your friends are good at and what you are bad at in your notebook. Compare with another group



Adding and subtracting decimals

When you add or subtract decimals, treat them like whole numbers, but move the decimal point at the end so the position matches the numbers.

```
+ 2.367        - 10.512
   8.145           8.145
-------        -------
 10.512            2.367
```

The position of the decimal point has to match the position in the original numbers.

Try this sum:

Farida swam 100 meters in 2.763 minutes. Zeinab swam 100 meters in 2.341 minutes. Who was faster, Farida or Zeinab?
How much faster was she?

1 Circle the correct answers

1 7.983 + 5.432 = **13.415 / 134.15**

2 9.076 + 8.894 = **1.7970 / 17.970**

3 60.678 – 50.356 = **103.22 / 10.322**

4 129.675 - 6.231 = **123.444 / 12.3444**

2 Solve the problems

1 If one tree is 3.459 meters tall and another tree is 2.753 meters tall, what is the difference in height between both trees?

____

2 Jihan ran 3.567 km on Sunday and 5.258 km on Tuesday. What is the total distance that Jihan ran? _______________

3 Taher bought 2 watermelons. One weighs 2.657 kg and the other weighs 3.205 kg. Find:

a the total weight of both watermelons.

____

b the weight difference between the two watermelons.

____

UNIT 2

LESSON 3
SPORTS PLACES AND EQUIPMENT

Look and write. Then listen and check

boots court tennis goggles karate ~~pitch~~ pool rackets

1

football pitch

2

________ suit

3

tennis ________

4

swimming ________

5

football ________

6

________ ball

7

squash ________

8

swimming ________

Listen and match the speakers (A–E) to the photos in Exercise 1 (1–8). Some speakers match more than one photo

3 Listen again and complete the sentences

1 I love my sport – ___kicking___ a ball on a ____________ is my favorite thing.

2 Being in a ____________ pool and doing this sport is the best thing for me.

3 I like the way I can do lots of different moves. I like high ____________ best.

4 You have to play on a small court with walls all around. You have a small ____________ , and you move very fast.

5 I think it's an awesome sport and I practice a lot in the summer. They have ____________ ____________ in the park and I go there with my friends.

4 Complete the crossword with the sports words

1 b o o t s

Down

1 This is what I wear to play football.

2 This is where I play football.

4 This is what I wear to go swimming.

7 This is where I play tennis.

Across

3 This is where I go swimming.

5 This is when I do high kicks. It rhymes with "you" and " two."

6 This is what I use to play squash.

8 This is what I wear to do karate.

5 Write five sentences about sports you like. Use words from Exercise 4

UNIT 2

PRONUNCIATION

1 Look and match. Then say

How many sounds are there in these words?

There are three: e.g. *sock*: *s-o-ck*

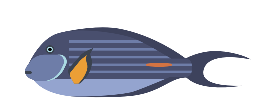
2 Circle the three sounds in the words. Then write the words

1

d i ll
t o f

doll

2



f u ll
t i sh

______

3

f u r
k o ll

______

4

n i ck
t e f

______

3 Listen and say. Then listen and write

1 neck
2 ______
3 ______
4 ______
5 ______
6 ______

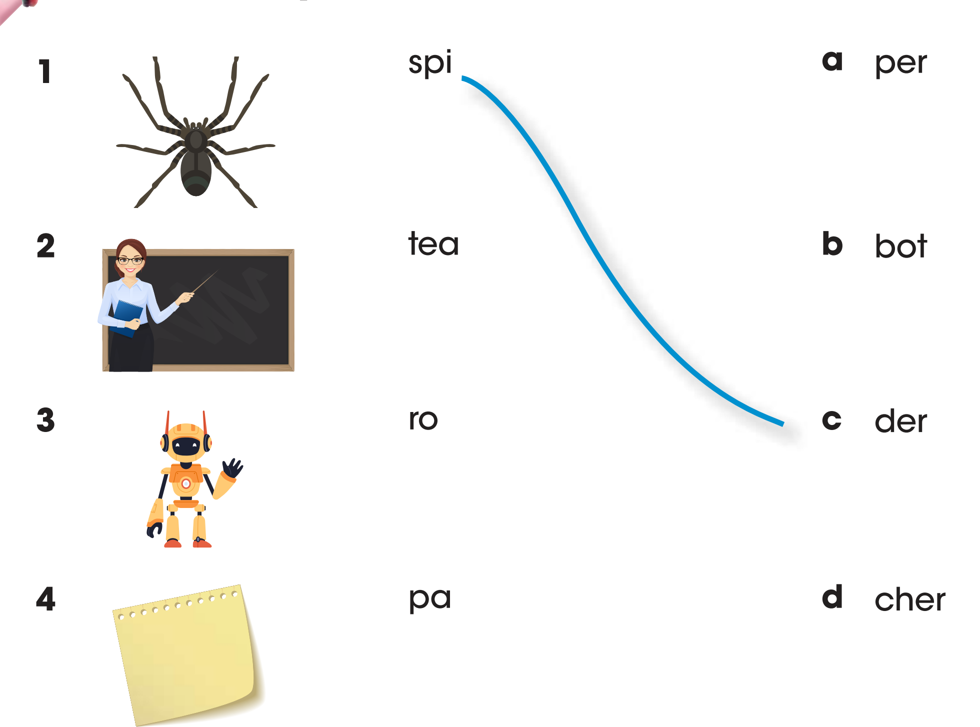
What are short and long vowels?

In English, we have short vowels in words like *hat*, *cup*, *pot*, *egg*, and *sit*. We have long vowels in words like *rose*, *light*, *pain*, *tea*, and *two*.

4 Listen and check (✓) the words with long vowel sounds

1	cry	☐	**2**	swim	☐	**3**	bat	☐
4	so	☐	**5**	fuel	☐	**6**	make	☐
7	cone	☐	**8**	cube	☐	**9**	feet	☐

5 Match the syllables to make words. Then listen and say



1	spi	**a**	per
2	tea	**b**	bot
3	ro	**c**	der
4	pa	**d**	cher

6 Listen and write the number of syllables next to the words. Then say the words

baby	☐	delete	☐	robot	☐	window	☐	racket	☐
human	☐	spider	☐	tiger	☐	paper	☐	final	☐
hotel	☐	music	☐	Egypt	☐	pollute	☐	teacher	☐

7 Play *Bingo* with the words on this page. Listen to your teacher for instructions

UNIT 2

LESSON 4 WRITING - A SPORTS BIOGRAPHY

1 Work with a partner. Who do you think the woman in the photo is? What sport does she play?

2 Read and check your answers to Exercise 1

1 Hedaya Malak is a famous Egyptian taekwondo player. She is one of the two people who carried the Egyptian flag at the Tokyo Olympic Games in 2021. This is amazing!

2 Hedaya was born on April 21, 1993. She began practicing taekwondo at the age of seven and won many prizes at the age of 14. She won the bronze **medal** at the Rio Olympics in 2016. She also won the bronze medal in Tokyo in 2021.

3 Hedaya is a very kind person. In 2016 she helped a Moroccan **athlete** with special needs, Raja Garmash. Raja had no one to compete against, so Hedaya became her **competitor** and lost. Raja could therefore win the gold medal and it was a very special moment for her.

4 What does Hedaya do now? She is practicing hard. She really wants to win a gold medal!

3 Read again and answer the questions

1. What is her sport? ____________
2. Why is she important? ____________
3. Who did she help in 2016? ____________
4. What does she want for the future? ____________

4 Read again, and match the paragraphs (1–4) to the headings (a–d)

a What Hedaya will do next ☐

b Who the famous sportsperson is ☐

c Something else she is famous for ☐

d Further information about her sport and her prizes ☐

Writing a sports biography

1 Introduce the person, giving their name.

2 Say why they are famous and give details about their sport.

3 Give more details about their success and why they are interesting or important.

4 Say what you think could happen next for their career.

5 **Write notes for a sports biography. Use phrases 1–6 to help you. Try to use the words in the box**

1. He / She was born on …
2. He / She began …
3. He / She was the first …
4. He / She was / is successful because …
5. He / She won …
6. He / She is also … / Moreover / As well as this, he / she is ...

athlete compete future medals sports training

6 **Write your sports biography in your notebook. Find an interesting Egyptian person to write about from the internet. Look at the sports biography in Exercise 2, the *Writing tip*, and the useful phrases in Exercise 5 to help you. Write 30–40 words**

Sherif Osman, Paralympic champion

UNIT 2

LESSON 5 PROJECT

Presentation: A less polluted city

1 Work in groups. Discuss and research

How can we make our cities less polluted?
How can we make our air, water, and soil cleaner ?

2 Look and read. How can water pollution harm animals?

Water pollution

When harmful chemicals go into **water bodies** like rivers, lakes, and seas, we call this water pollution. Water pollution can kill organisms that live in the water, such as fish, birds, and crabs. It can also kill birds that eat the fish. Water pollution can cause animals to lose their homes and change their habitats.

Causes	Effects	Solutions
• Wastewater from sinks, toilets, and showers • Wastewater and chemicals from factories • Wastewater from agricultural land and cities into rivers 	• Dirty water can make children and old people ill. • Polluted water destroys wildlife in rivers.	• Save as much water as possible. • Take shorter showers. • Avoid running water. • Never throw garbage in or near a lake or beach.

3 Read and do in your group. Think about other types of pollution and possible solutions.

- Decide who will do the drawings/stick the photos and write the text.
- Think who will say which part.
- Practice your presentation with your group.
- Make sure everyone is speaking clearly and not too quickly or slowly.

SELF-ASSESSMENT

Look and write

1
k a rat e

2
t__nn__ __

3
s__ __li__g

4
s__ im__ing

5
s__ __ash

6
k__n__f__

7
fo__ __b__l__

8
h__n__b__ll

2 Read and complete

I'm very 1 ______________ at swimming
and now I'm in the school team! But I'm
very 2 ______________ at tennis. I never win!
My brother is bad 3 ______________ football,
but he 4 ______________ great at taekwondo!

Think about Unit 2

Write two things you enjoyed.

____

____

____

Write two things you learned.

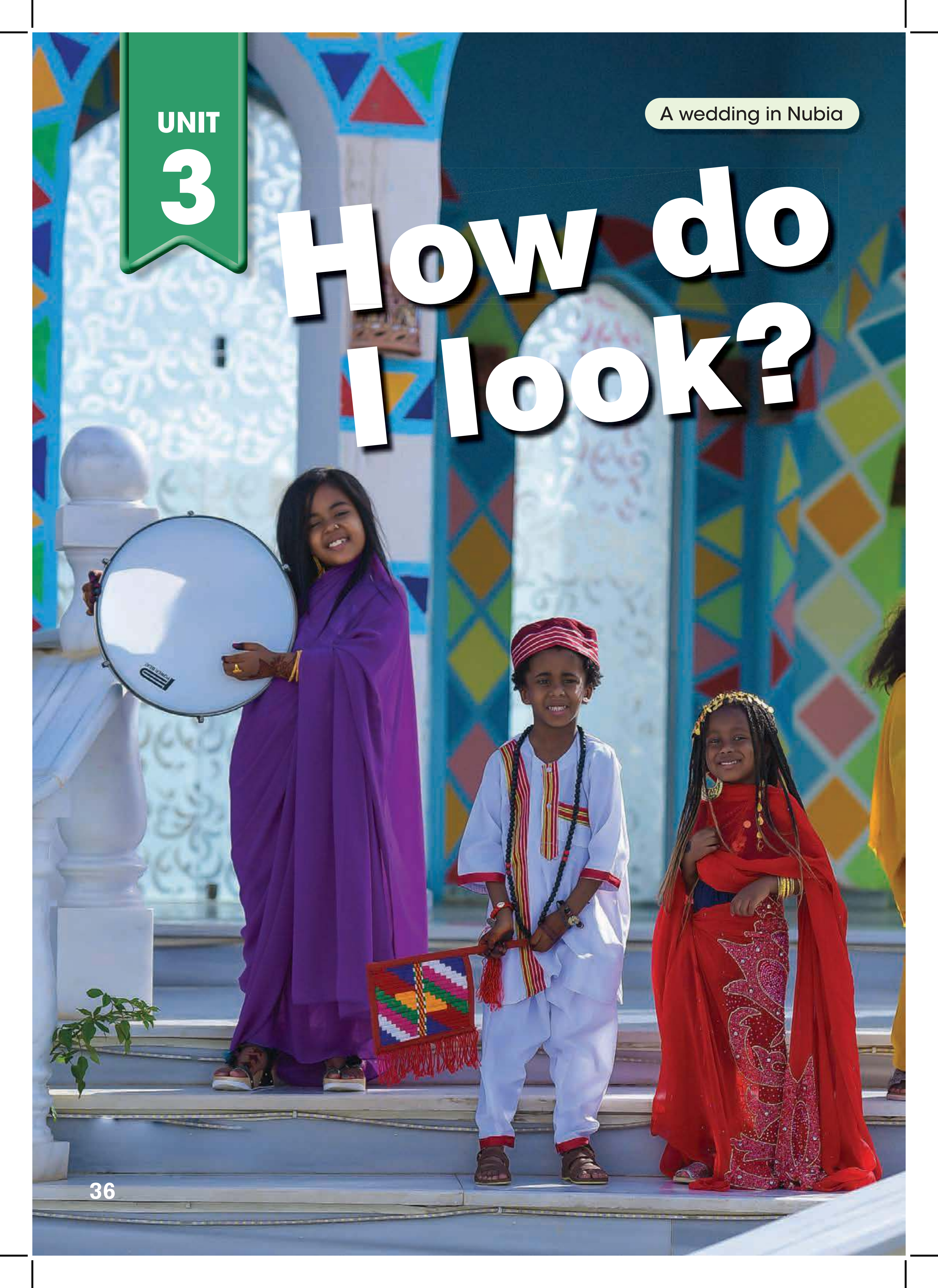
____

____

____

UNIT 3

How do I look?



A wedding in Nubia

In this unit I will ...

- listen, read, research, and write about different types of clothes.
- listen to a conversation about packing for a vacation.
- practice using the infinitive of purpose.
- read a traditional folktale.
- learn how to say past simple endings /d/, /t/, and /ɪd/.
- multiply multi-digit numbers.
- write a description of favorite clothes using adjectives.
- research and make a leaflet about traditional clothes from around the world.

Look, discuss, and share

What clothes can you see in the photo? Are they modern or traditional?

What are your favorite clothes? Why?

Did you know?

Cotton grows in the Nile Delta. Many people believe that Egyptian cotton is the best cotton in the world.

Find out

Why do you think cotton grows so well in Egypt? Share your answers with your partner.

LESSON 1 OUR TRIP TO AL FAYOUM

1 Listen and read. What are Mom and Aser doing?

Mom: Aser, we need to **pack** our suitcases for our holiday tomorrow.

Aser: It's so exciting! I can't wait to go to Al Fayoum to see Uncle Hatem and Aunt Malak. And, of course, Faris and Dina.

Mom: I know. I'm excited to see them, too. We haven't seen them for ages! But come on, we need to pack!

Aser: OK, I need to pack my green T-shirt and my swimming shorts because they have a lovely pool, don't they?

Mom: Yes, and remember your sunglasses. It will be very sunny.

Aser: Will I need a coat and a scarf?

Mom: No, Aser, you won't. But you should pack a sweater. It can be cool in the evenings.

Aser: OK. I'll pack my blue sweater. That's my favorite.

Mom: You'll need your sneakers because we'll be walking around a lot and you need to wear something comfortable on your feet.

Aser: What about my best *galabeya*? Will I need the one that Grandma gave me?

Mom: No, you won't. But I will take my gold necklace.

Aser: Hmm. OK. What else do I need? Oh, I know! My pajamas! I'll take the ones with the **stripes**. They're really cool!

2 Listen again. Answer the questions

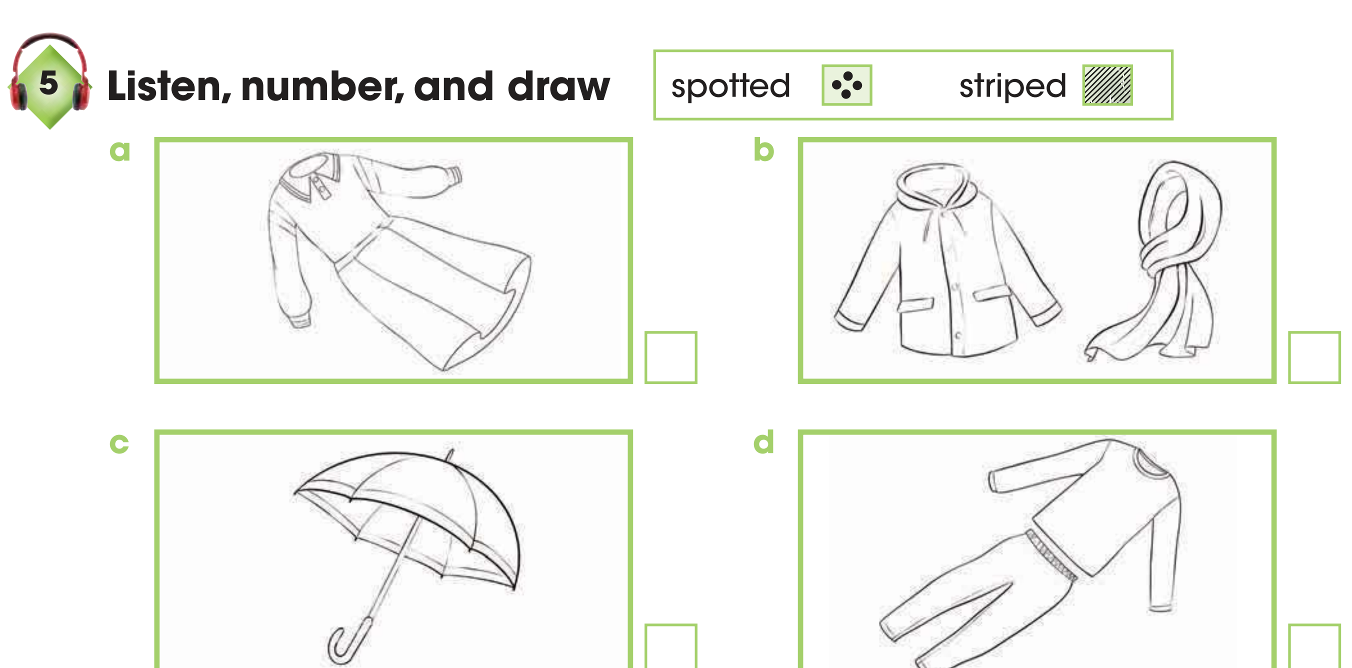
1. Who is Aser going to visit?
2. Is Aser going somewhere hot or cold? How do you know?
3. Why does Aser need a sweater?
4. Does Aser take his *galabeya*?
5. Which pajamas does Aser pack?

3 Listen and say

4 Read the dialog in Exercise 1 again. Check (✓) the items in Exercise 3 that Aser packs

5 Listen, number, and draw

spotted   striped



Find out

This is a **pearl** necklace. Can you find out where pearls come from? Are they natural or **man-made**?

LESSON 2 My favorite clothes

Listen and read. Fares is talking to his friend Tomas on social media. What does Tomas want to know about?

Tomas: Hi, Fares. Can you help me? I'm doing a school project about Egyptian clothing. Can you give me some information?

Fares: Hi, Tomas. Yes, of course. What do you want to know?

Tomas: Well, what do you usually wear?

Fares: I live in Sohag and it's usually very hot here. Today, I'm wearing shorts and a T-shirt.

Tomas: Cool! Can you tell me about some traditional Egyptian clothes?

Fares: Oh, sure. Well, many men wear the *galabeya*. This is the long white **robe** that is very popular.

Tomas: Yes, I've seen it. It looks really cool to wear.

Fares: Yes, it's cool because it's made from cotton. It's usually white, but you can get other colors too. The **sleeves** are long so we don't get sunburned!

Tomas: Are there **pockets**?

Fares: Yes! But they're hidden – you can't see them from the outside.

Tomas: Do you wear *galabeyas* when you're celebrating a special festival?

Fares: We do, and the clothes we wear for Eid, for example, are very beautiful. They can be colorful. Sometimes there are beautiful patterns on them.

Tomas: Thanks, Fares. That's really useful!

2 Read again and answer *T* (True) or *F* (False)

1 Tomas wants to buy some Egyptian clothes. F
2 Fares isn't wearing a *galabeya* today. ____
3 *Galabeyas* are usually made from cotton. ____
4 *Galabeyas* are always white. ____
5 *Galabeyas* don't have pockets. ____

3 Work with a partner. Talk about your favorite clothes, or clothes you wear to celebrate. Write three sentences in your notebook

I've got a striped dress. I love it! I wear it to celebrate Sham El-Nessim.

My favorite thing is my sweater. It's blue and it has a pocket. I wear it when I travel.

4 Look and complete

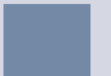
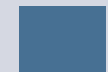
belt costume crown gloves pockets ~~spotted~~

1 Marwa is wearing a ___spotted___ dress with a ____________. There are two ____________.

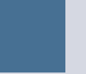
2 Reem is wearing a ____________. She looks like a princess! She has a ____________ on her head. She has white ____________ on her hands.

5 Work with a partner. Read and answer

1. Sameh went to town **to buy** new sneakers.
   Why did Sameh go to town?
2. Nesma went to the kitchen **to make** a cake.
   Why did Nesma go to the kitchen?
3. Tarek made a suit **to wear** to a wedding.
   Why did Tarek make a suit?

Language focus



Infinitive of purpose

We use *to* + infinitive to express purpose, and to say why someone does something.

She went to town **to buy** a dress.

He bought new sneakers **to wear** for playing football.

I went to the hall **to get** my coat.

I wore a galabeya **to stay** cool.

6 Circle the correct words

1. I went to the library **borrow / to borrow** a book.
2. Injy used a pen **to write / write** her essay.
3. Sherif bought a new suitcase **take / to take** on holiday.
4. Malak wears her sunglasses **to protect / protect** her eyes.

7 Read and match

1	I bought some sunglasses	a	to play with our friends.
2	We went to the park	b	to buy some bread.
3	Hazem studied hard	c	to finish their homework.
4	Basma went to the shop	d	to wear on holiday.
5	They went to the library	e	to get good grades.

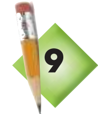
8 Listen and number

a

b

c

d



9 Look and make sentences in the past simple to express purpose

1 I / go / to my bedroom / sleep

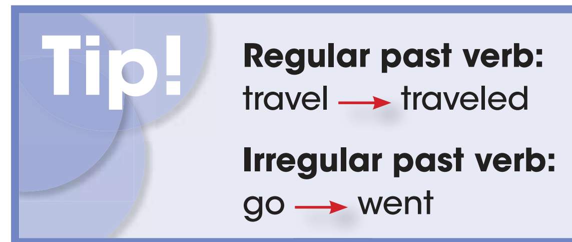
I went to my bedroom to sleep.

2 Nayera / leave / the party / catch her train

3 Adam / call / Younis / ask for help with his project

4 Tarek / buy / a racket / play tennis

5 My teacher/use/a red pen/correct homework



10 Complete the sentences with your ideas

1 I went into town ______________.

2 My teacher used a green pen ______________.

3 Basel opened his bag ______________.

4 Mayar made a cake ______________.

LESSON 3

THE ELVES AND THE SHOEMAKER

Look at the words in bold in the text. What sort of words are they?

Listen and read. Who made the shoes every night?

Once upon a time, a **kind** and **honest** shoemaker lived in town with his wife. They were very **poor**, but they were **happy**. The shoemaker worked hard, but he had no money.

One night, the shoemaker was in his workshop. "Oh dear. I've only got enough leather for one more pair of shoes. But I'm too **tired** to make them tonight. I'll cut the leather now and make the shoes in the morning." The shoemaker cut out the leather and went to bed.

The following morning, the shoemaker couldn't believe his eyes. He called to his wife to come quickly to the workshop. "Look at these shoes!" said the shoemaker. There, on his table was an amazing pair of shoes. "They are **beautiful**. Did you make them?" His wife looked surprised. "No, my dear, I didn't make them," he said.

Then a man walked into the shop. "I have never seen such **amazing** shoes," he said. "Can I try them?" He tried on the shoes. "They're perfect," he said and paid the shoemaker. "Quickly," said the shoemaker's wife, "go and buy some more leather." The shoemaker went to buy some more leather.

When he arrived home, the shoemaker's wife had made him **a delicious** meal. "I will just cut out the leather, and then come and eat." The shoemaker cut out the leather for two pairs of shoes and left the workshop for the night.

The following morning, the shoemaker and his wife were amazed to see two beautiful pairs of shoes in the workshop. "We must find out who is making these shoes," said the shoemaker's wife. "Let's hide tonight and see who is helping us."

That night, the shoemaker cut out the leather and then hid. They were very surprised to see two little elves! The elves started to make the shoes. Soon, they had made two more pairs of beautiful shoes. "We must thank the elves," said the shoemaker's wife. "Let's make them new clothes."

The next night, the elves found their **new** clothes. They were so happy that they danced around the workshop before sitting down to make more shoes.

Soon, people came from all over the land to buy the shoemaker's shoes. He and his wife weren't ever poor again and they lived happily ever after.

3 Read again. Look at the words in bold in the text. Find:

1 a word that describes the shoemaker. ____________________

2 a word that describes the shoes. ____________________

3 a word that describes the shoemaker's meal. ____________________

4 Think: How do these words help you to understand the story? Check (✓) if you agree:

1 The adjectives give more details. ☐

2 The adjectives make the story interesting. ☐

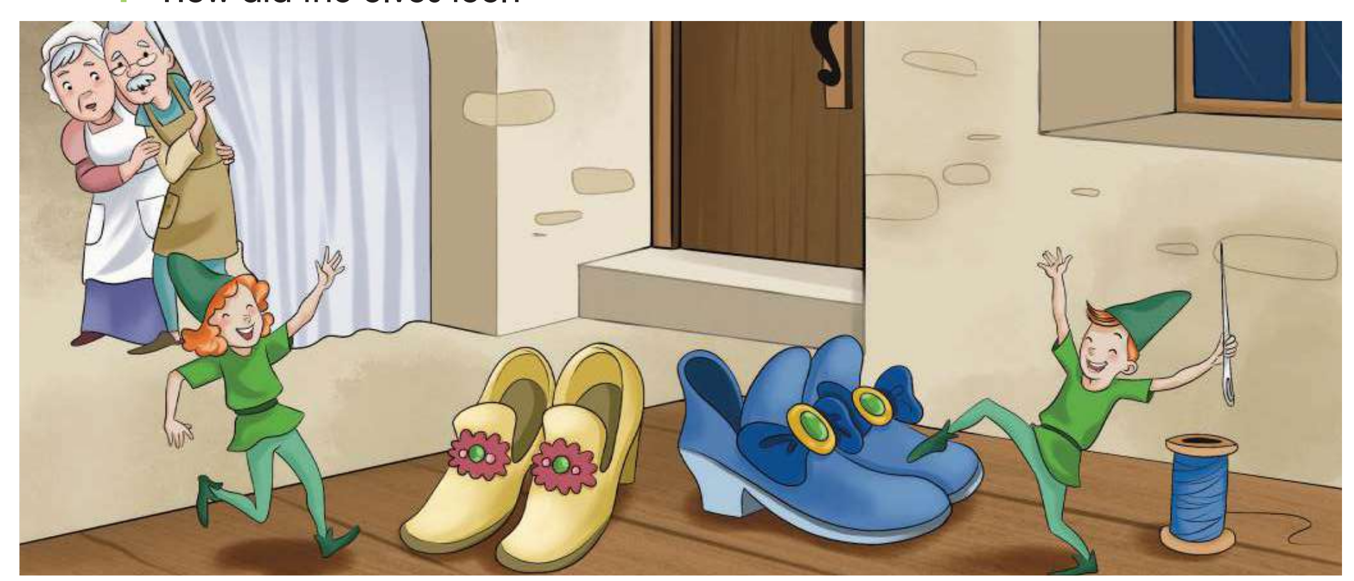
5 Think and discuss

1 Why did the shoemaker want to find out who made the shoes?

2 How did the shoemaker find out who made the shoes?

3 What did they give the elves for their kindness?

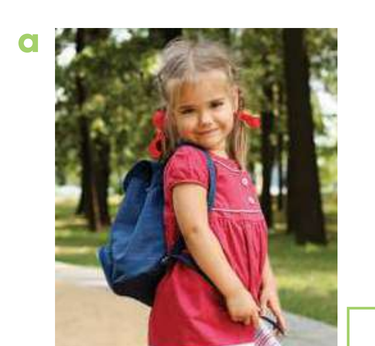
4 How did the elves feel?



6 Why do you think the elves helped the shoemaker? Work with a partner. Discuss

PRONUNCIATION

1 Look, say, and match

a  ☐

b ☐

c ☐

1 Yesterday, I played football.
2 Yesterday, I walked in the park.
3 Yesterday, I tidied my room.

2 Listen

1 /d/ played
2 /t/ walked
3 /ɪd/ tidied

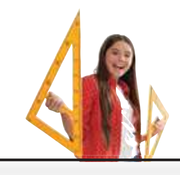
3 Listen and write the verbs in the correct group

~~cleaned~~ lived needed studied washed worked

/d/	/t/	/ɪd/
played	walked	tidied
cleaned		

4 Say. Then listen and check

1 asked
2 counted
3 delivered
4 dressed
5 enjoyed
6 fixed
7 promised
8 slowed
9 tasted
10 waited
11 carried
12 wanted



MATH

Multiply multi-digit numbers

1 Think and write the numbers. Listen and check

1 10 × 10 = ____________

2 30 × 20 = ____________

3 50 × 50 = ____________

4 38 × 24 = ____________

2 Look, think, and write

1 For sports day, Mrs Amal ordered 12 boxes of T-shirts for the students. Each box has 18 T-shirts. How many T-shirts did Mrs Amal order? ________

2 Nora makes hats. She's very good. She can make 25 hats each week. How many hats can she make in 48 weeks? ______

Did you know?

If you multiply any number by zero, the answer is zero!

LESSON 4 WRITING

Look and read. Whose school uniform is shown in the picture?

Student A

I really like our school uniform. Everyone wears a short-sleeved white shirt. The girls wear a blue skirt and the boys wear blue trousers. We all have to wear white socks and black leather shoes. It doesn't get very cold here, but when it does, we can wear our blue sweaters.

Student B

At school, I wear a pale blue shirt and dark blue trousers. We have to wear a **tie** every day. It's dark blue with light blue stripes on it. The girls in my school also wear a pale blue shirt, but they don't wear trousers. They wear a blue and white checked skirt. The girls don't have to wear a tie.

Student C

Our school uniform is really **smart**. We have to wear a white shirt with a red tie. We wear a dark gray skirt and a blue jacket.

Student D

The girls and boys have different uniforms at my school. The boys wear light green shorts and long green socks. We wear white shirts and we've got a dark red sweater for when it gets cold. My sister's uniform is different. She wears a blue skirt and a yellow T-shirt.

Student E

Our uniform is a dark blue skirt for the girls or dark blue shorts for the boys, a pale blue cotton shirt, white socks, and black shoes. When it's cold, we wear dark blue vests or jackets. I like my uniform!

Read the blog again and complete the sentences

1 At Student A's school, students wear black ______________ shoes.

2 At Student B's school, the girls wear a blue and white ______________ skirt.

3 In summer, students at Student C's school can wear ______________ gray skirts.

4 The boys at Student D's school wear ______________ green socks.

5 The girls and boys at Student E's school all wear dark ______________ jackets.

Read and add one more adjective to each row

When we use adjectives, we put them in this way:		
1	size	big, small, ____________
2	age	old, new, ____________
3	color	black, white, ____________
4	material	cotton, linen, ____________

Put the adjectives in brackets in the correct order

1. She wore a ________________________ dress.
   (cotton, green)
2. He had to wear an ________________________ hat.
   (old, orange)
3. Dad bought me a ________________________ *galabeya*.
   (new, white)
4. The shoemaker made ________________________ shoes.
   (small, leather)
5. I bought a ________________________ jacket for the party.
   (new, green)

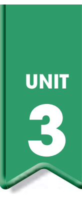
Write a description of your favorite clothes. Include adjectives and make sure they are in the correct order

My favorite clothes are ____.

I have a ________________________, which is ________________________.

I also like ____.

They are my favorite because ____.



LESSON 5

PROJECT

1 Which countries are these clothes from? Look and match

Finland India Japan

1

2

3

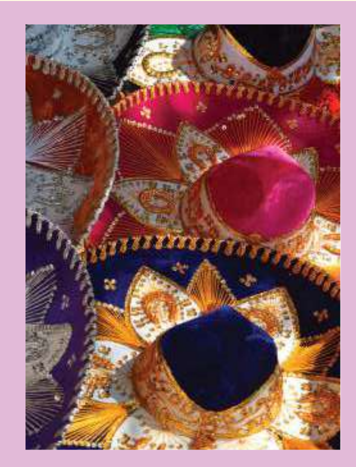
2 Look and read. What is the Mexican hat called?

CLOTHES IN MEXICO

These girls are wearing traditional Mexican dresses. Look! They're very colorful. There are lots of colorful stripes on the dresses. Girls in Mexico wear dresses like these during feasts and celebrations.

Mexican girls love bright colors. Even when they are not celebrating, they wear bright, colorful clothes.

People in Mexico wear hats to protect their faces from the sun. This is a sombrero – it's a traditional Mexican hat.



There are lots of different styles of sombrero. Some have stripes, and some are very colorful. Some even have gold and silver on them.

3 Read and do

1 Work with a partner. Choose a country and research traditional clothes.

2 Make your leaflet.

UNIT 3

SELF-ASSESSMENT

1 Do you remember these clothes? Look and write

1 ______

2 ______

3 ______

4 ______

2 Write four sentences about your clothes. Use four of the adjectives in the box

beautiful colorful cotton striped spotted

1 ______
2 ______
3 ______
4 ______

3 Say. Then listen and check

1 Sameh studied hard.
2 Sara cleaned the kitchen.
3 We walked to school.
4 I jumped over the gate.
5 He lived in Cairo.
6 I started to laugh.

4 Think about Unit 3

Write two things you enjoyed.

______

______

Write two things you learned.

______

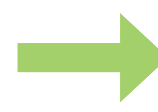
______

REVIEW 1

LESSON 1

1 Listen and point

START



FINISH

2 Play and say

Say a sentence using the word in number 5.

3 Look and write

4 Read and Circle

1 It's **healthy/unhealthy** to eat a balanced diet.
2 I need new swimming **boots/goggles** for my swimming lessons.
3 We wear new **galabeyas/belts** for Eid festivals.
4 Too many **emissions/greenhouses** from cars can cause pollution.
5 I'm so hot! Let's go sit in the **shade/sun**.
6 I had an awful **jigsaw/nightmare**. I dreamed that I lost my cat!

5 Make sentences in the past simple

1 Mom/cook/*molokhia*/last Friday

2 Salma/go/to the store/with her mom

3 My/grandma/travel/Port Said/last weekend

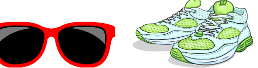
4 I/get/a new phone/ a week ago

6 Write a biography about a famous Arab sportswoman. Find information about her on the internet. What prizes did she win? What good things did she do for others? Why do you like her?

LESSON 2

Listen and circle

Mom: Are you ready, Mariam? We need to buy a lot of things in town.

Mariam: Yes, I'm ready. Remember I need some new .

Mom: Oh, yes, for your lessons next week. I need to get food from the market, too. We need and . Oh, and I also need to buy some new for Tarek. His are too small.

Mariam: Do we have time to go today, Mom?

Mom: Not today, Mariam. But we can go on the weekend.

Listen again and answer

1 What clothes do Mom and Mariam need to buy? ____________________

2 What fruit does Mom need to buy? ____________________

3 What vegetables does Mom need to buy? ____________________

4 Can Mariam go swimming today? ____________________

3 What did Maysa do yesterday? Look and write

1 Maysa got up at 7 am.

2 ____________________

____

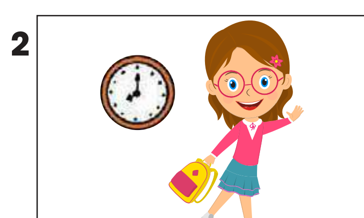
3 ____________________

____

4 ____________________

____

1

2


3

4

4 Listen and write the words you hear. Then match

1 t*iger*
2 w ________
3 g ________
4 s ________
5 e ________
6 l ________
7 r ________
8 c ________

a ☐ b ☐ c [1] d ☐ e ☐ f ☐ g ☐ h ☐

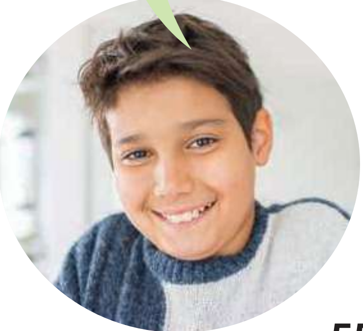
5 Listen again. Check (✓) the two-syllable words with long vowels

6 Listen and write the verbs in the past tense in the correct box. Then listen and check

~~enjoy~~ paint play stop want work

/d/	/t/	/id/
enjoyed		

7 Look and read. Then complete for you. Use the prompts or your own ideas



____
____
____
____

Review 1

LESSON 3

1 Work in groups. Think about how we can be healthier. Look at the pictures and discuss

1
2
3
4
5
6

How can we live a healthier life?

There are many things we can do to live a healthier life. For example, we can include fruit and vegetables in our meals. They are healthy and delicious. **Junk food** isn't good for us so we shouldn't eat it a lot. Also, try to do some exercise. Perhaps you love swimming or football? Any kind of exercise is good for you. You could ride your bike to school. Not only is this good exercise, but it means there are fewer cars on the road and less pollution. Play games and have fun with your friends!

2 Read the report and do

1 Draw or find some pictures you can use.

2 Make your report with your group.

3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

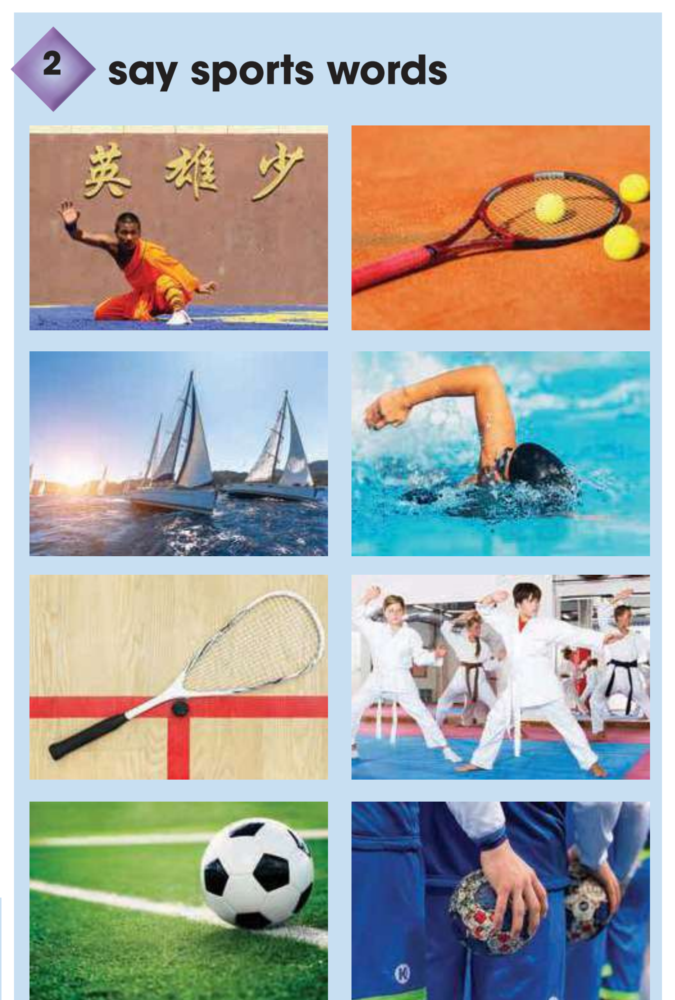
Self-Assessment

Now I can ...

1 say food words

3 say clothes words

2 say sports words



4 say these sounds

vowel sounds

cake, lime, egg

two syllable words with
long vowels : *window, robot, tiger*

past simple endings

/d/ play**ed**

/t/ walk**ed**

/id/ paint**ed**

UNIT 4

Looking after our world

In this unit I will ...

- listen, read, research, and write about different landscapes.
- learn about Elephantine Island.
- use sentences in the past continuous.
- learn and talk about eco-tourism in Egypt.
- learn how to say three consonants together.
- learn to correct spelling mistakes.
- write a flyer about eco-tourism in Egypt.

Look, discuss, and share

Where is the place in the photo?

Would you like to go there?

Do you think tourists go there? Why / Why not?

Did you know?

Look at these rocks from the White Desert. What can you see? People often call them 'chicken and mushroom' rocks!

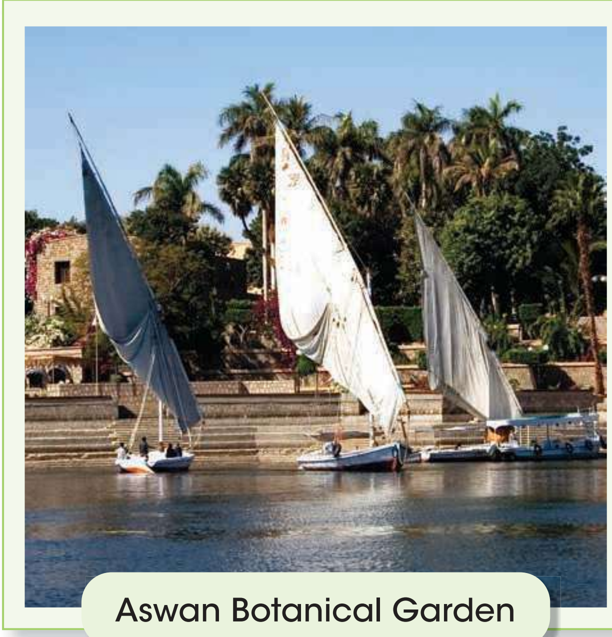
Find out

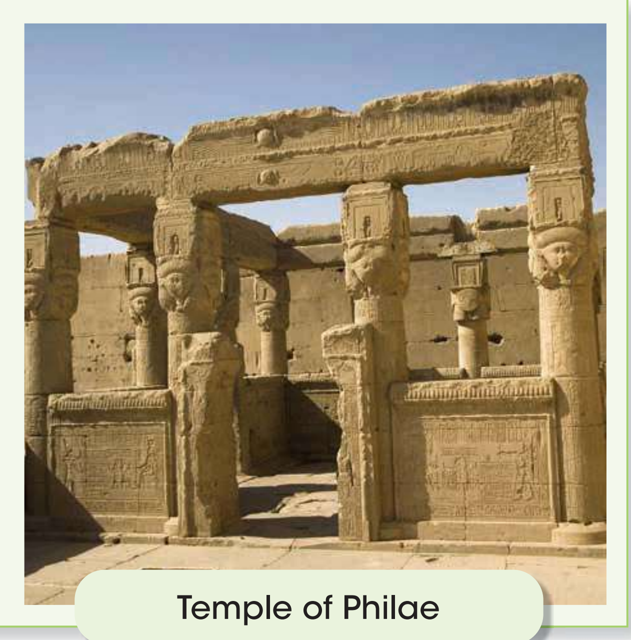
Find some more unusual places in Egypt. Why do tourists go there? How do tourists change these places? Share your answers with your partner.

UNIT 4

LESSON 1 MY VISIT TO ELEPHANTINE ISLAND

1 Listen and read the postcard. Where did Nagwa go?


Aswan Botanical Garden


Temple of Philae

Hi Dalia!

How are you? I'm missing you! I'm on Elephantine Island and it's the most fantastic place! It's in Aswan and there's lots to see. Yesterday, I was traveling by boat to the island with my friends. We were trying to understand the 'Elephantine' name. – we think it's the **shape**!

Elephantine Island is the oldest part of Aswan. In fact, all the island is full of history. After that, we went to the Aswan Museum. We were looking at all the old things from the island when we found a very **rare** calendar from the **reign** of Thutmose III.

But it's not only about history – it's a beautiful and calm place. There's no traffic, so it's very quiet, and the air is clean. We can go for long walks. There are no forests but there are lots of trees, so it's quite green. The **sunsets** are fantastic, particularly from a felucca. We were walking in one of the Nubian villages this morning, They have beautiful brightly decorated houses. We had lunch there looking at the Nile.Tomorrow is our last morning, so we're going to walk to the **Tombs of the Nobles** through the desert. I'll be so sad to leave.

Can't wait to see you soon!

Nagwa

2 Listen again and answer the questions

1 Did Nagwa have a good trip? ______________

2 Why is she feeling sad? ______________

3 Look and write. Use the words in the box

forest island lake ~~mountain~~ coral reefs waterfall

1

mountain

2

3

4

5

6

4 Listen and check. Then listen and repeat

5 Work with a partner. Which of the places in Exercise 3 do we have in Egypt? Which do you like best? Why?

6 Work with a partner. Look and discuss

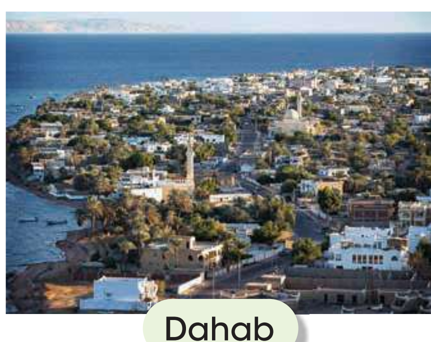
1 Alexandria is a city. Can you name other Egyptian cities?

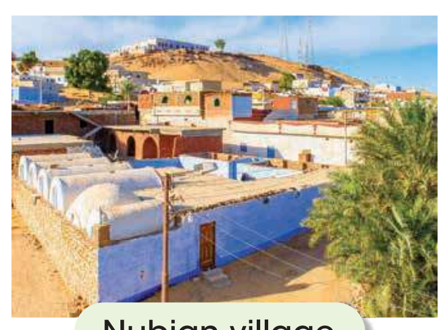
2 Dahab is a town. Can you name other Egyptian towns?

3 The beautiful Nubian villages near Aswan are famous. Can you name other Egyptian villages?

4 Do you live in a city, town, or village? Which do you like best?

Alexandria


Dahab


Nubian village

LESSON 2 What were you doing?

1 Read and choose

1 We **were trying / trying** to understand the 'Elephantine' name.

2 I **were / was walking** in one of the Nubian villages this morning.

Language focus

We make the past continuous with *was/were* + the *-ing* form of the verb.

I **was traveling** by boat to the island with my friends.

We **were trying** to understand the name of the island.

We **were looking** at all the old things from the island when we found a very rare calendar from the reign of Thutmose III.

2 Complete the table about the past continuous with the words in the box

she Was were

I	**was**	**listening** to the radio.
you/we/they	**1** ______	**making** a cake.
he/**2** ______/it	**was**	**swimming** in the sea.
Question		
Was	I	**listening** to music?
Were	you/we/they	**making** *fatta*?
3 ______	he/she/it	**swimming** in a lake?

Don't forget how to make the *-ing* form. If the verb ends:

- with - *e*: make – mak**ing** take – tak**ing**
- with consonant + vowel + consonant:
  swim – swim**ming** shop – shop**ping**

3 Circle the correct word

We use the past continuous for something that happened and **stopped / continued over a period of time** in the past.

4 Look and write. Use the past continuous

1 The fox ___was sleeping___ (sleep).
2 The fish ______________ (swim).
3 The tiger ______________ (drink) water.
4 The people ______________ (walk).
5 I ______________ (watch) everyone.
6 We ______________ (have) a great time.
7 ______________ the cat ______________ (run)?

5 What was Mona doing at different times yesterday? Look and write. Use the phrases in the box

arrive at school ~~get up~~ have lunch study English

1 6 am: ___She was getting up.___

2 8 am: ______________

3 10 am: ______________

4 3 pm: ______________

6 Work with a partner. Talk about you. What were you doing at 6 am, 8 am, 3 pm, and 10 pm yesterday? Write four sentences in your notebook

I was sleeping at 6 am What about you?

I was having breakfast.

LESSON 3 ECO-TOURISM

1 Tourism is very important to many countries. How does it help Egypt?

2 Think about tourism. Check (✓) the good things and cross (✗) the bad things

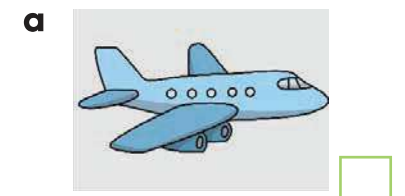
Tourism …

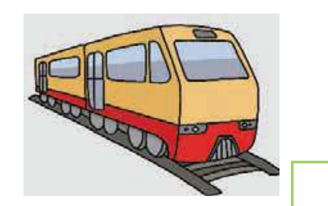
1 gives jobs for local people. ✓
2 creates too much carbon dioxide from plane journeys.
3 helps people learn about new cultures.
4 damages the natural environment.
5 damages historical places or monuments.

3 Listen to Sherif. What is eco-tourism?

4 Listen again and check (✓) the correct pictures. You can check more than one picture each time

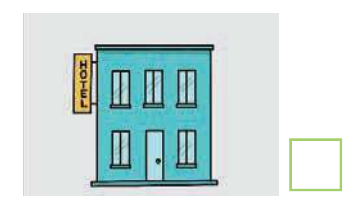
1 Eco-tourists like to travel by …

a 

b 

c

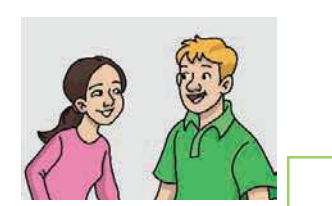
2 Eco-tourists like to stay in …

a 

b HOTEL

c

3 Eco-tourists like to …

a 

b

c

5 Listen and complete the sentences with the words in the box

coral dive environment hotels wildlife pollution

1. Eco-tourism is an exciting idea. It looks after the ______________ and helps local people.
2. Eco-tourists don't like to travel by plane because of the ______________ that planes cause.
3. They stay in small, local ______________ or pay to stay in people's houses.
4. They like to learn about local ______________ projects and local culture.
5. Here in Egypt, we have some very nice projects looking after the ______________ reefs.
6. Tourists come to the Red Sea and the guides tell them where they can ______________.

A tourist diving in the Red Sea near a coral reef

Siwa Oasis Tourism UNESCO Eco Village

6 Work with a partner. Discuss the questions

1. What do you think of eco-tourism?
2. What are the pros and cons of eco-tourism?
   Make a list in your notebook, and write five sentences. Discuss as a class.

Pros	Cons
It helps the environment .	It's not as comfortable as normal tourism .

UNIT 4

PRONUNCIATION

1 Look and say. Then listen and repeat

1 strawberry

2 string

3 scratch

4 screw

5 throne

6 throat

Some words are hard to say because there are three consonants together.

scr – screen

str – street

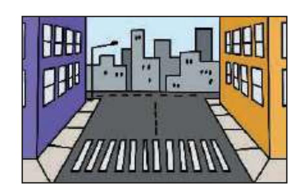
thr – through

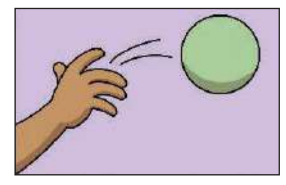
Let's look at these and help you say them.

2 Look and complete the words with the letters in the box. Listen and check. Then listen and repeat

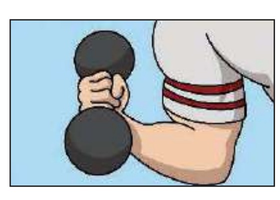
eam ee ~~een~~ eet ong ow

1 scr*een*


2 str____


3 thr____

4 thr____


5 str____

6 scr____

3 Listen and write

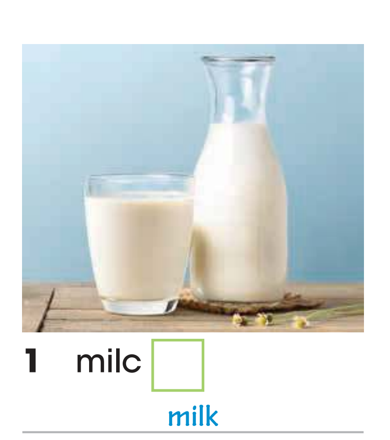
1 ____________ 2 ____________ 3 ____________

4 ____________ 5 ____________ 6 ____________

4 Read and write. Then listen and repeat

The king sat on his **1** t____________ eating **2** s____________ on a **3** s____________. He was **4** s____________ his **5** t____________.
He heard a **6** s____________. A **7** s____________ man came to help.

5 Look and check (✓) the correct words. Correct the spelling mistakes in the other words



1 milc ☐ milk

2 cake ☐

3 chokolate ☐

4 ise skating ☐

5 lakke ☐

6 beans ☐

7 belt ☐

8 perls ☐

9 sneekers ☐

6 Work with a partner. Say ten words from the book for your partner to write. Check his/her answers

LESSON 4 TABA: MY FAVORITE ECO-RESORT

1 Look and read. Why is Taba good for eco-tourism?

Eco-tourism in Egypt

Taba is an excellent example of a part of Egypt where eco-tourism works well. You can find valleys, mountains, desert, and the sea there.

Camp in Sinai, Egypt

You can find fantastic **wildlife** in Taba, like the Nubian ibex and rare birds. This is very good for the eco-tourists because they can go and enjoy the environment.

The local people are very friendly, so the eco-tourists can have a meal with them or talk to them about their culture.

Nawamis Structure – Sinai, Egypt

If you like history, there is lots in Taba. There's *Nawamis*, a village of round, very old buildings. They are fascinating!

Eco-tourists in Taba can enjoy diving, **hiking**, and camping. They can stay in camps and **eco-lodges**.

You can find everything in Taba for a great holiday!

2 Read again and complete the table

Where?	Taba, Egypt
Wildlife	
Places to visit	
Activities for eco-tourists	

3 Work with a partner. Follow the instructions

1 Find the adjectives in the box in the text. Are they giving facts or showing the writer's opinion?

excellent fascinating fantastic

2 Now find three more adjectives in the text that do the same thing.

4 Look at the flyer advertising the eco-holiday in Taba. Answer the questions

1 Where is the main heading? How do you know?

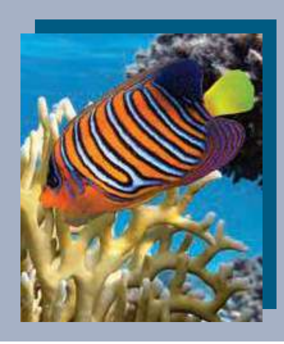
2 How many sub-headings are there? What are they?

3 Would you like to stay there? Why / Why not?

Perfect eco-tourism in Egypt

Meet the local people

Talk to them about their way of life.



Enjoy the wildlife

Come and see the most fantastic wildlife in Egypt! We have wonderful fish, birds, and animals.

Enjoy the local culture

Visit Nawamis, a 6,000-year-old village.

Stay in our comfortable huts

They are cool and eco-friendly.

Take part in exciting activities

You can hike, swim, and dive.

UNIT 4

LESSON 5

PROJECT

1 Read and do

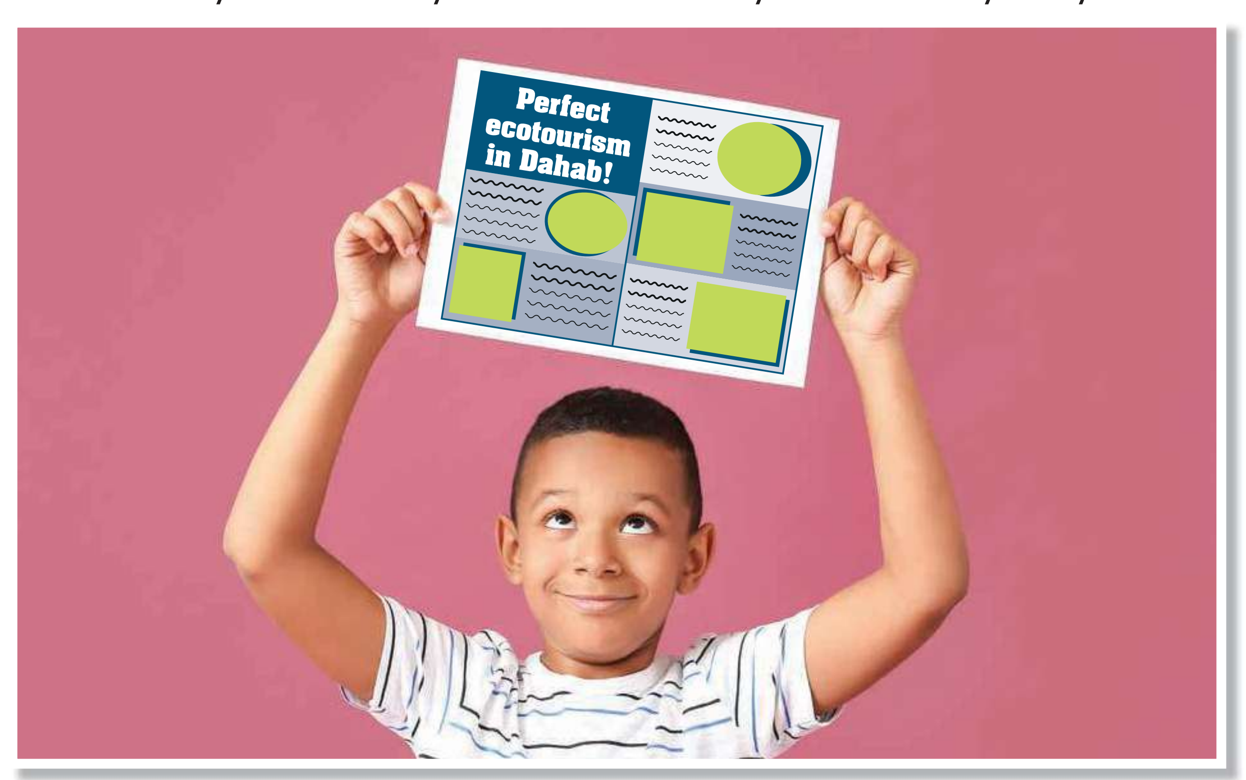
1 Work in groups. Choose an eco-destination. It can be in Egypt or another country. Then plan a flyer about it.

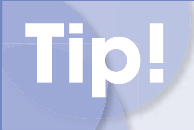
2 Decide who will find the photos or draw the pictures.

3 Start making your flyer. Put in your main heading and your sub-headings, and see how it looks.

4 Use the flyer on page 69 to help you.

5 Check your text with your teacher before you write it on your flyer.





Tip! An eco-destination is a place you are going to which is good for the environment. This is because people there look after the environment.

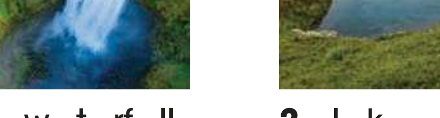
2 Show your flyer to the class

3 Discuss

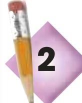
Talk to your classmates about their flyers. Tell them what you like. Tell them what you learned from their flyers.

SELF-ASSESSMENT

1 Look and write



1 w_t_rf_ll **2** l_k_ **3** m_ _nt_ _n **4** f_r_st



2 Change the sentences

1 He was walking down the road. (–)

He wasn't walking down the road.

2 She wasn't eating an ice cream. (+)

3 They were looking at photos. (?)

4 We were watching TV. (–)

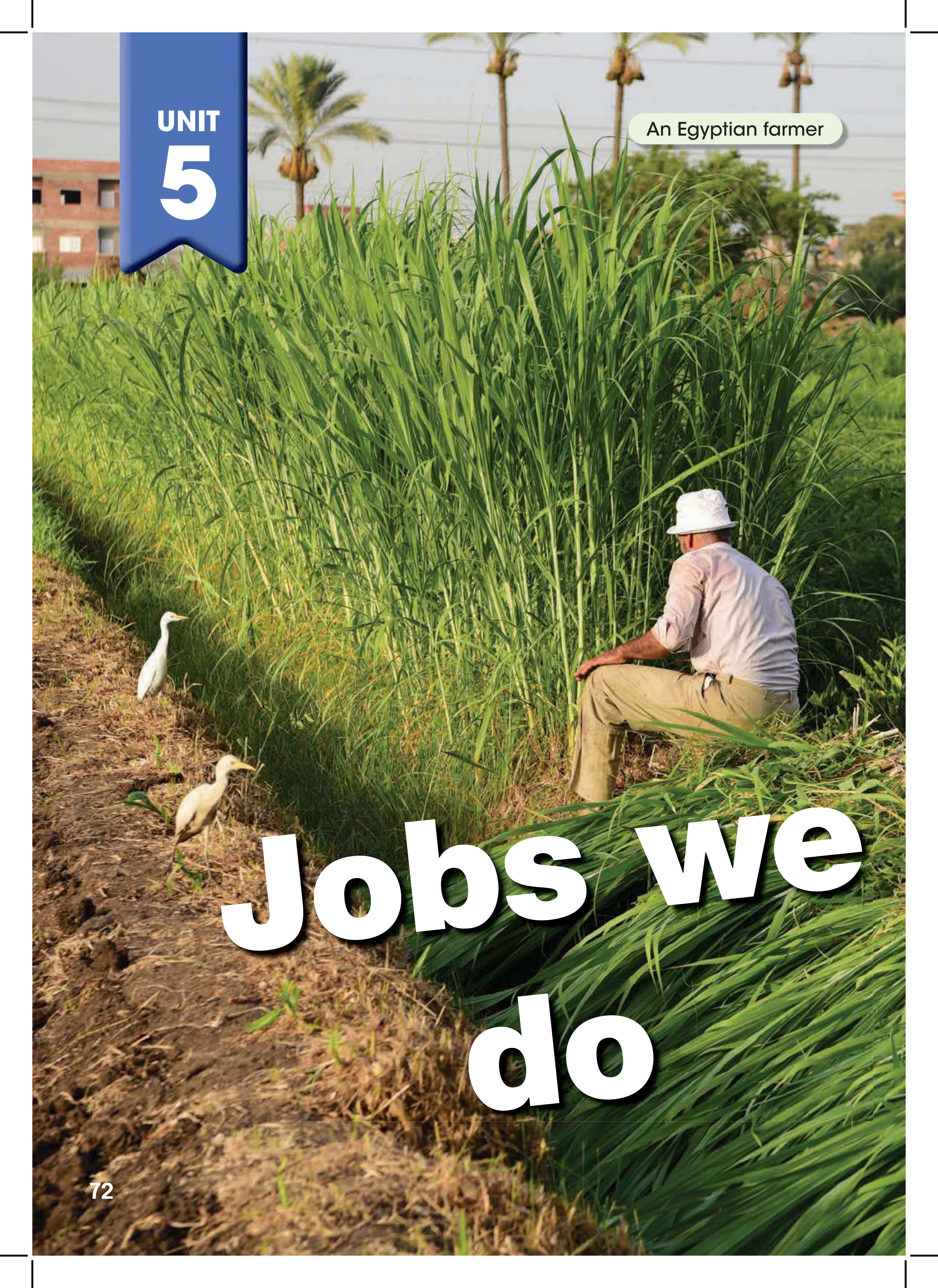
5 Was it raining? (–)

6 You weren't talking to me. (?)

3 Think about Unit 4

Write two things you enjoyed.

Write two things you learned.



An Egyptian farmer

Jobs we do

UNIT 5

In this unit I will ...

- listen, read, research, and write about different types of jobs in Ancient Egypt.
- understand ecosystems.
- practice using the present simple to talk about routines.
- practice using *must* to talk about obligation.
- understand and discuss a traditional tale.
- learn to say words with diphthongs.
- understand pie charts.
- write about the pros and cons of different jobs.
- make a poster about teamwork.

Look, discuss, and share

Look at the photo. What is the man's job? Would you like to do this job?

Did you know?

More than 25% of people in Egypt work in farming.

Farming brings a lot of **income** to Egypt.

Find out

What other jobs are popular in Egypt? Share your answers with your partner.

UNIT 5

LESSON 1 JOBS IN ANCIENT EGYPT

1 Listen and read. Why couldn't many people work as scribes?

Temple of Hatshepsut, female ruler of Egypt, c. 1473-1458 BCE

Jobs in Ancient Egypt

People in Ancient Egypt worked very hard. Everyone had a job. They could work as fishermen, bakers, doctors, and traders. But most people worked as farmers. Farmers worked in fields which were near their homes. They planted crops, usually **grains** like wheat, corn, and flax. They grew vegetables and fruits, too.

Ancient Egyptian **craftsmen** were very good too. They made beautiful paintings and beautiful gold jewelry and sculptures. They used to weave beautiful clothes and make colorful cooking pots. Fewer people worked as **scribes**. Scribes knew how to read and write well. Egyptian writing was not easy to learn. Scribes spent many years learning **hieroglyphs**, and this was very expensive.

Ancient Egyptian women worked at home and could work outside, too. Women cooked meals, cleaned the house, and took care of their children. Women could weave baskets, bake bread, and make sandals, and they could sell them at the market as well. They could even become pharaohs. One famous queen in Ancient Egypt was Hatshepsut.

Everyone in Ancient Egypt knew that work was important for life, so the Ancient Egyptians were very successful!

2 Listen again and write *T* (True) or *F* (False)

1 Everyone in Ancient Egypt could become a scribe. ______
2 Craftspeople made beautiful things. ______
3 Women worked at home only. ______
4 Farmers could plant fruit, vegetables, and grains. ______
5 There were very few jobs in Ancient Egypt. ______

3 Listen and repeat. Then match the words to their descriptions

doctor craftsman trader ~~scribe~~ hieroglyphs

1 ___scribe___ People with this job were very important in Ancient Egypt. They could write everything down. They kept **records** and lists for important things.

2 ______________ People who did this job traveled up and down the Nile. They bought and sold things like gold, wood, linen, and grains.

3 ______________ If you were good at making things, this was a good job for you. People with this job made things from clay, wood, and gold.

4 ______________ A system of writing which consisted of about 500 signs, written in rows and columns. People used it in Ancient Egypt.

5 ______________ Both men and women could do this job, too. You had to go to medical school to have this job. You had to look after people who were ill and make medicine.

4 Now listen and check

5 Say which job you would like to have. Say why

I want to be a craftswoman. I like making beautiful pots from clay.

6 Look at these jobs. Choose one and write 2-3 descriptions, like the ones in Exercise 3

fisherman farmer teacher

____

____

____

____

Find out

What other jobs did people in Ancient Egypt do?

UNIT 5

LESSON 2 CLIL SCIENCE

Ecosystems

1 Think and say

Think about the River Nile. It is the most important source of fresh water in Egypt. A lot of plants and animals live near or in the river. Name as many plants and animals that live in or near the river as you can.

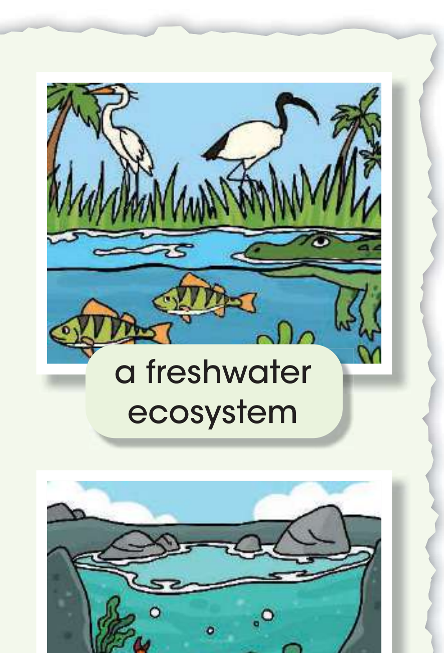
2 Listen, read, and look. Are all ecosystems the same?

a marine ecosystem

a desert ecosystem

What is an ecosystem?

Everything in the natural world is connected. This connection between **living** and **non-living** things is called an **ecosystem**. Ecosystems can be small, like a **rockpool**, or they can be very big, like the Amazon rainforest. The living things in a rockpool are fish, crabs, and seaweed. The non-living things are rocks, water, sand, and sunlight. All these things work together to make an ecosystem. There are lots of different ecosystems on Earth.



a freshwater ecosystem

a rockpool ecosystem

3 Look at the words in bold in the text. Match them to their meanings

1	living	**a**	something that isn't alive
2	non-living	**b**	all the animals, plants, rocks, etc., in a place
3	ecosystem	**c**	a small area of water with rocks, crabs, seaweed, etc.
4	rockpool	**d**	something that is alive

4 Look and write

crab fish insect ~~rocks~~ sand seaweed sunlight tree water

1 rocks

2 ______

3 ______

4 ______

5 ______

6 ______

7 ______

8 ______

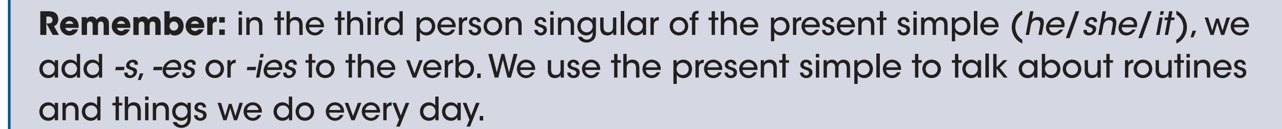
9 ______

5 Are the things in Exercise 4 living or non-living? Write the words in the correct group

Living things	Non-living things
	rocks

Think!

What do we need to survive?
Can you think of three things?



Language focus

Remember: in the third person singular of the present simple (*he*/*she*/*it*), we add *-s*, *-es* or *-ies* to the verb. We use the present simple to talk about routines and things we do every day.

I **eat** fruit.	It **eats** fruit.
We **catch** a bus.	She **catches** a bus.
You **fly** a plane.	He **flies** a plane.

6 Look, read, and write. Use the correct form of the verbs in the box

ask check cook cut ~~drive~~ open

1 I ___*drive*___ to work at 10 am.

2 I ______________ the menu and make sure we have the right food.

3 My boss ______________ me to prepare the vegetables.

4 I ______________ the vegetables with a sharp knife.

5 At midday, the manager ______________ the restaurant.

6 We ______________ lots of delicious food for our customers.

7 Complete the sentences with the correct form of the verbs in the present simple

1 Mrs Soha ______________ (work) in a school.
2 My sister ______________ (study) at Mansoura University.
3 We ______________ (play) computer games at the weekend.
4 I ______________ (eat) yogurt and cheese for breakfast.
5 Mr Said ______________ (catch) the bus to Cairo every morning.

8 Read. What is Walid's job?

Walid looks after hippos. He must make sure they are happy and healthy. He must prepare their food. He must give them fresh water to drink. He must give them a bath. He must even clean their teeth!

Language focus

We use *must* when we talk about something that we have to do. We use *mustn't* (*must not*) when we are not allowed to do something.

I **must buy** some oranges. We **mustn't talk** in the library.

9 Complete the sentences with *must* or *mustn't*

1 I ______________ do my English homework. ✓
2 You ______________ walk on the grass. ✗
3 You ______________ look after the environment. ✓
4 Nadim ______________ tidy up the kitchen. ✓
5 Nahla ______________ wake her sick brother up. ✗
6 You ______________ forget to take a hat today. ✗

10 Write two things you must do and two things you mustn't do to help at home

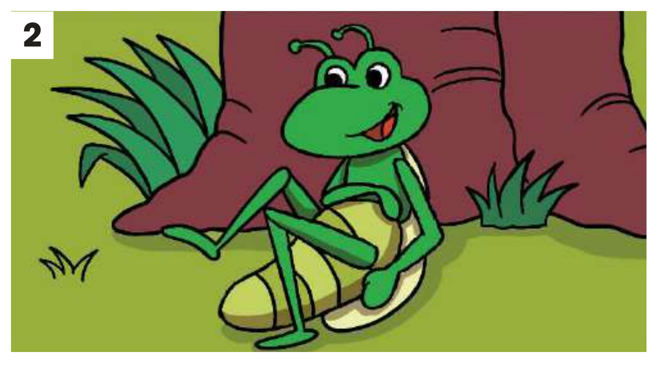
____

____

LESSON 3 THE ANT AND THE GRASSHOPPER

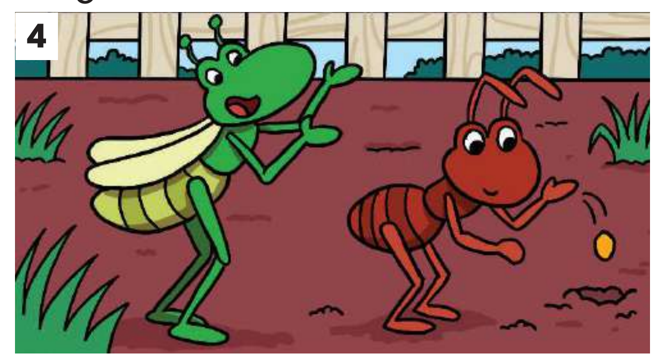
Listen and read. What does the Grasshopper want to do?

It's spring. The sun is shining and the fields and gardens are full of flowers for the animals and insects to eat. It's a lovely day. The bees are **buzzing** and the butterflies are flying in the sun. The ants, however, are working hard.



The lazy grasshopper spends most of his time **relaxing**. He doesn't like to work. Today, he is resting against a tree when he hears a strange sound. He wants to find out what it is. He looks over the garden **fence**.

"What are you doing, Ant?" asks the grasshopper. "I'm working," replies the ant. "But it's a beautiful day," says the grasshopper. "Why don't you stop working and we can have some fun?" "Thank you, but I need to **carry on** with my work," says the ant.



"But working is so **boring**," replies the grasshopper. "Maybe," says the ant, "but it's something we all have to do. We must think about the future, not just today." The grasshopper didn't understand and so he just **hops away**.

Soon, it is fall. The ant has worked hard and all her crops have grown well. The ant doesn't stop working until she has harvested all the food and taken it inside for the winter.

Soon, it is winter and it is very cold. The grasshopper is hungry. He doesn't have any food and he can't find any. Suddenly, he remembers the conversation he had with the ant. He **knocks on** the ant's door. "I understand you now, Ant. You worked and now you have food. I didn't work and now I'm hungry." "Come in," says the ant. "Yes, it's fine to have fun, but it's also very important to work hard, too."

2 Read and circle

1 The grasshopper is surprised when he sees the ant because …

- a The ant doesn't like playing football.
- b The ant is ignoring him.
- c The ant is working hard to prepare for winter.
- d The ant prefers to play with other insects.

2 *The Ant and the Grasshopper* teaches us …

- a that ants are boring insects.
- b that it's important to work to prepare for the future.
- c that some insects work harder than others.
- d that it's important to have fun every day.

3 Discuss these questions with a partner

1 What did the ant do during the spring?
2 What did the grasshopper do during the spring?
3 Was the ant prepared for the winter?
4 Was the grasshopper prepared for the winter?
5 What do you think the grasshopper will do next spring?

Think!

Can you think of something you can do now that will help you in future? Tell your friend.

I will do all my homework tonight so I can play with my friends on the weekend.

UNIT 5

PRONUNCIATION

1 Listen and repeat

/aʊ/	/aɪ/	/ɔɪ/
down	why	boy
town	light	enjoy

2 Say. Write the words in the correct group in Exercise 1

1 brown
2 buy
3 eye
4 loud
5 mouse
6 noise
7 point
8 toy
9 try

3 Listen and check. Then listen and repeat

4 Look and write

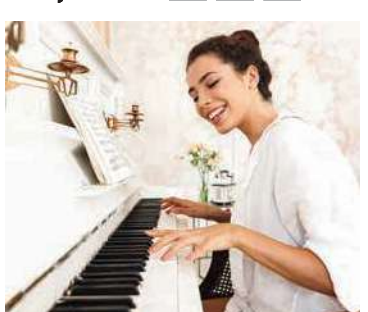
1 She's a biolog__ __ __.

2 She's a journal__ __ __.

The suffix *-ist* means 'someone who does something'. We often use it in words for jobs.

He's a dent**ist**.

3 He's a reception __ __ __.



4 She's a pian __ __ __.

5 He's a scient __ __ __.

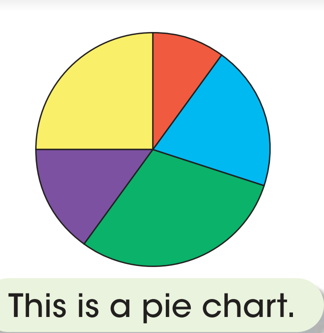
5 Listen and check. Then listen and repeat

MATH

Pie charts

1 Look and read

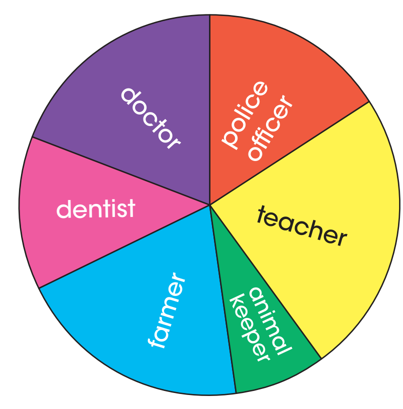
This is a pie.



This is a pie chart.

2 A pie chart is a way of showing information. Look. What is the most popular job?

What job do you want to do?	
police officer	16
teacher	24
farmer	20
animal keeper	8
dentist	13
doctor	19



3 Match the tables to the pie charts

1

Do you want to work indoors or outdoors?	
indoors	7
outdoors	3

2

Do you want to wear a uniform at work?	
yes	2
no	8

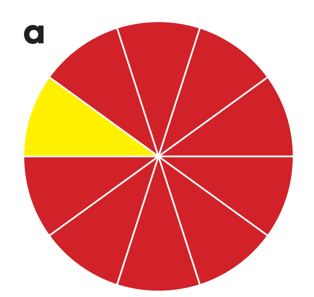
3

Do you want to work with animals?	
yes	1
no	9

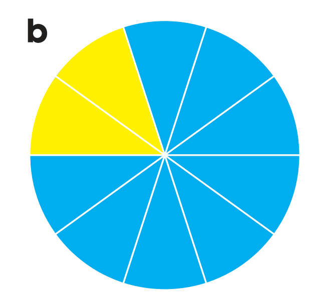
4

Do you want to work in an office?	
yes	5
no	5

a



b



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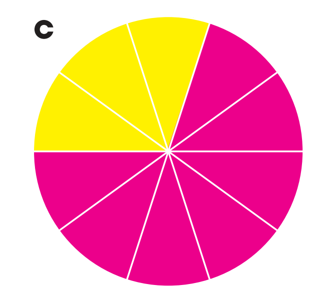

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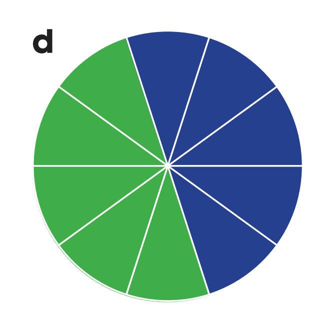


4 Do a survey on favorite jobs in your class and make your own pie chart

UNIT 5

LESSON 4 WRITING

1 Read. What are Rana and Sherif's jobs?

My name's Rana. I work with animals and I love my job. If animals are sick or injured, I help to make them better. Some days I work inside and people bring their animals to me. If an animal needs an **operation**, the room has to be very, very clean.

On other days, I go to people's houses or farms to check on the animals. It can be very dirty in some places, but I don't mind! What's the worst part of the job? It's when an animal gets sick in the night and I have to get out of bed!

Rana is a *doctor / vet.*

Hello, I'm Sherif. When I was young, I knew I didn't want to work with animals. They scare me! I'm not keen on being outside, so I wanted an office job. When I was young, I loved playing computer games. I also really enjoy solving problems. So, in my job, I do both! I also enjoy working with other people. There are 16 people in my team. We don't always agree, but we **work out** the best solutions.

Sherif is a *computer programmer / vet.*

2 Read again and answer

1 What does Rana like about working with animals?

____

2 Why did Sherif not want to work with animals?

____

3 Would you prefer to have Rana's job or Sherif's job? Why?

____

3 Read the ideas in the box and write about a job you want and a job you don't want. Give reasons. Write 30 – 40 words

When you're thinking about a job, it's important to think about what you like and dislike. Think about …

- being indoors or outdoors
- traveling long distances
- getting up very early
- writing reports
- meeting/talking to new people

It's also important to think about what you're good at and what you're not so good at. Think about …

- solving problems
- helping sick people/animals
- making new friends
- reading lots of information
- working in a team

When I'm older, I want to be a … because … . I think this is a good job for me because I like … . I'm good at … and I enjoy … .

I don't want to be a … because I'm not good at … . Also, I don't really enjoy … .

Think!

Imagine: there's something that you don't like about your job. What can you do to make things better?

UNIT 5

LESSON 5

PROJECT

1 Read. Can you think of other times when you work in a team? Do you like it?

Teamwork

I work in a team in science when we're doing an experiment.

I work in a team when I'm playing football.

I work in a team when I help Mom in the kitchen at home.

I work in a team for the school **concert**.

When you work in a team, you work with other people to do something together. For example, the aim of a football team is to win. You work with your **teammates** to do this. You can't win a football match by yourself!

2 Read and do

1 Make a poster about teamwork.

2 Draw or find some pictures you can use.

3 Show your poster to the class

4 Discuss

Talk to your classmates about their posters. Tell them what you like.

Think!

What happens if you disagree with a teammate? How do you work out a solution?

SELF-ASSESSMENT

1 Do you remember? Write the jobs

1. Ashraf looks after people's teeth. He's a ________.
2. Gameela works in a school. She's a ________.
3. Nader looks after sick animals. He's a ________.
4. Youssef plays the piano. He's a ________.

2 Complete the definitions with the words in the box

ecosystem rockpool rainforest

1. a forest in a tropical area that gets a lot of rain: ________
2. A small area of water with rocks, fish, crabs, and seaweed: ________
3. the connection between living and non-living things: ________

3 Look and complete the sentences with *must* or *mustn't*

1. You ___must___ stop.
2. You ________ turn left.
3. You ________ use your cell phone.
4. You ________ be quiet.
5. You ________ wash your hands.
6. You ________ ride your bike here.

STOP

4 Think about Unit 5

Write two things you enjoyed.

____

____

Write two things you learned.

____

____

UNIT 6

What's the weather like?

A hurricane in East Sussex, UK

UNIT 6

In this unit I will ...

- listen, read, research, and write about the weather.
- read and listen to a short story about a heat wave.
- use adverbs of frequency with the present simple.
- understand a dialog about water pollution.
- learn to distinguish the /p/ and /b/ sounds and silent letters in words.
- write an account of extreme weather.
- research and make a leaflet about what to do in extreme weather.

Look, discuss, and share

What is happening in the photo?
Imagine you're there. What do you do?

Did you know?

The hottest day ever in Egypt was 51.1°C, in Aswan.

Find out

Find out about different extreme weather in Egypt. Think about the news and weather reports. Discuss with your partner.

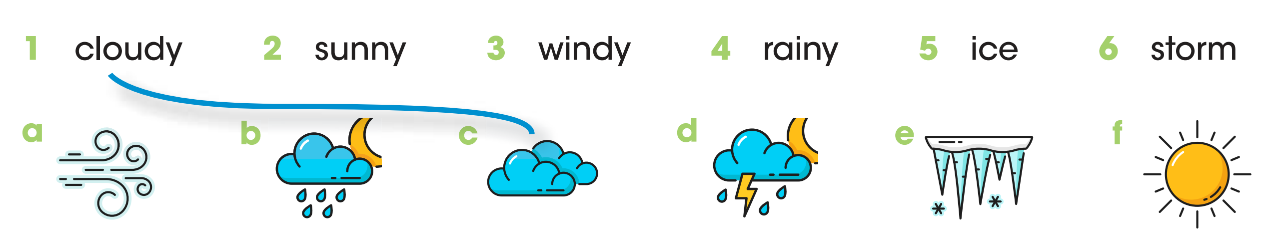
LESSON 1 THE WEATHER

1 Look and write

~~cloud~~ ice rain rainbow snow storm sun wind

2 Look and match

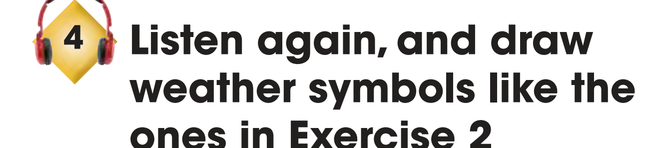
1 cloudy 2 sunny 3 windy 4 rainy 5 ice 6 storm



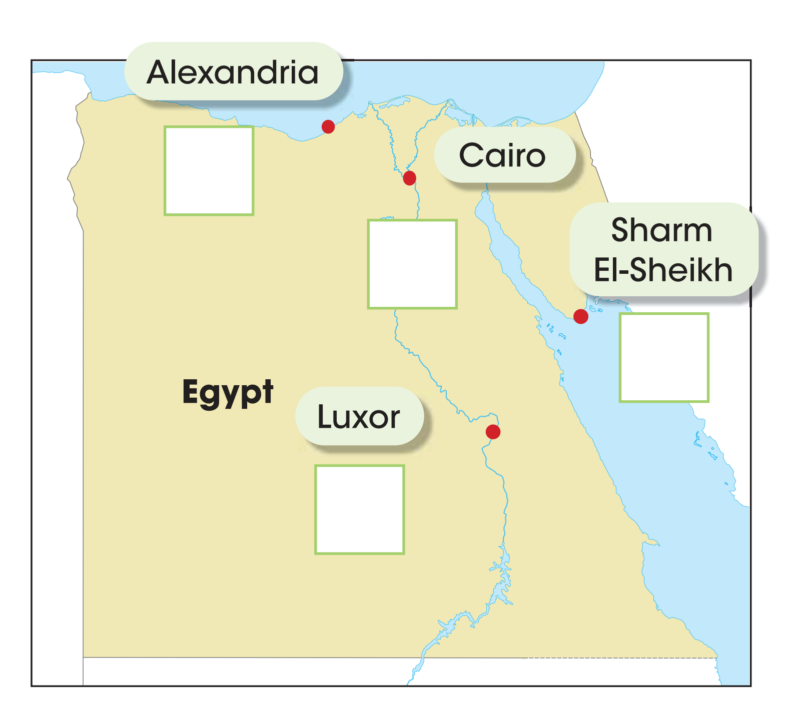
3 Listen and circle. What are they talking about?

a weather in four cities in Egypt

b weather in five cities in Egypt



4 Listen again, and draw weather symbols like the ones in Exercise 2

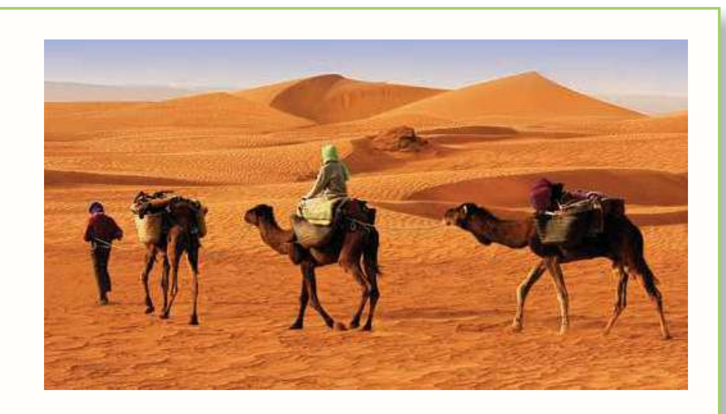


5 Listen again and complete the table

City	*Cairo*			
Weather	*rainy*			

6 Read. Which city is very green?

The weather in Egypt



We have a nice variety of weather in Egypt, although it is usually very dry. We have very hot summers and the temperature sometimes goes to 50 degrees in some places! Our winters are cooler, and the temperatures can go down to around 12 degrees.

The desert has a very special climate, with very hot days and very cold nights. The temperature can go to 0 degrees. This means that the people who live in the desert try to keep cool in the day and warm at night.

It doesn't often rain in Cairo – there's only about 25 mm of rain every year. It's very little when you look at London: London has about 600 mm per year. Now you can see why the Nile is so important for everyone in Egypt. It brings the water from the south.

By the sea, it rains a lot more – Alexandria has around eight times more rain than Cairo. That's why it's very green!

7 Read again and write the places

1 It has 25 mm of rain per year. ______________

2 It's very dry. It's very hot in the day and very cold at night. ______________

3 It rains a lot – about eight times more than Cairo. ______________

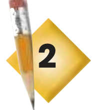
UNIT 6

LESSON 2 My heat wave story

1 Work with a partner. Discuss

1. What was the weather like last weekend? What did you do?
2. What's your favorite weather? Why?
3. What's your favorite season? Why?

It was hot and sunny last weekend and I stayed at home. What about you?

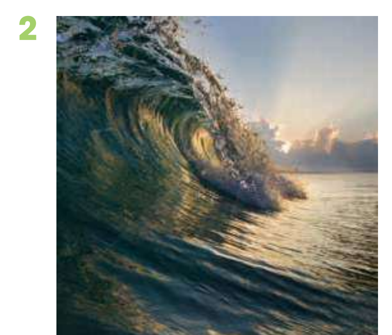


2 Look and write

flood heat wave sandstorm strong winds / storm tidal wave ~~tornado~~

1

tornado

2 

____

3

____

4

____

5

____

6

____

3 Talk about the photos in Exercise 9

1. Where can you find each type of weather?
2. Do any of these things happen in Egypt?

Find out

Did any of the things in the photos happen in the past? What happened?

4 Read Talia's story. What did she and her friend do?

My heat wave story

The very hot summer became a heat wave. A heat wave is when the temperature goes very high, above 40 degrees, and no one can do anything. We stayed in the **shade** and tried to drink lots of water. Mom asked me and my friend Lamia to go to the store to buy watermelon, grapes, and lemons to make lemonade to cool us down. We went to the store. We came back on the shady side of the street, and past all our friends' houses.

Suddenly, as we were passing Mrs Sohair's house, we heard a **cry**. Mrs Sohair is a very kind lady in her 70s and lives with her son, but he goes to work in the day. Lamia and I were worried and Mrs Sohair's door was a bit open, so we **knocked** and called 'Mrs Sohair!' At first there was no reply, then we heard a quiet voice, 'I'm here!' We went into the kitchen and she was on the floor! 'Help me!' she said. At first, we didn't know what to do, but then I ran outside and saw Mr Monib, who works **nearby**. 'Mr Monib, please help Mrs Sohair!' I called. Mr Monib came running. We all helped get Mrs Sohair onto a chair, then we gave her lots of water and some of our fruit. She said she went to the kitchen to get some water, but she felt ill and fell down because it was so hot. She couldn't get up. She was very happy we heard her, and we were happy we could help her!

5 Read again, and put the sentences in the correct order

a It was a very hot day. [1]

b Talia's mom asked them to go to the store. [ ]

c Mrs Sohair was lying on the floor. [ ]

d Mr Monib and the girls helped Mrs Sohair. [ ]

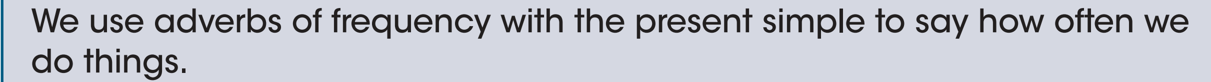
e They were on the street and heard a cry. [ ]

f Talia and Lamia stayed in the shade at home. [ ]

6 Work with a partner. Discuss

1 Why do you think Mrs Sohair fell down in her kitchen?

2 How do you keep cool in a heat wave?



We use adverbs of frequency with the present simple to say how often we do things.

I **always** go to the club on sunny Saturdays.

He **never** goes to the park in the rain.

The adverb of frequency comes after the subject (name, pronoun, noun) and before the main verb.

I **often sit** on our balcony on hot nights.

But with the verb *be*, it's different: the adverb of frequency comes after *am/is/are*.

I'**m always** in bed at 11 pm.

1 Write the words in the box in the correct place. Listen and check

often sometimes usually

100%	80%	70%	50%	0%
always	______	______	______	never

2 Put the words in the correct order to make sentences

1 speak English / I / always / English class / in my / .
I always speak English in my English class.

2 meat / She / red / eats / never / .
____

3 football / plays / He / with his friends / sometimes / .
____

4 wake up / We / before 7 am / sometimes / .
____

5 have / I / usually / a sandwich for lunch / .
____

6 Ola / work / never / is / after / tired / .
____

Language focus

When we want to ask about frequency, we use *How often do you ... ?*

A: How often do you play tennis?

B: I never play tennis. I can't play!

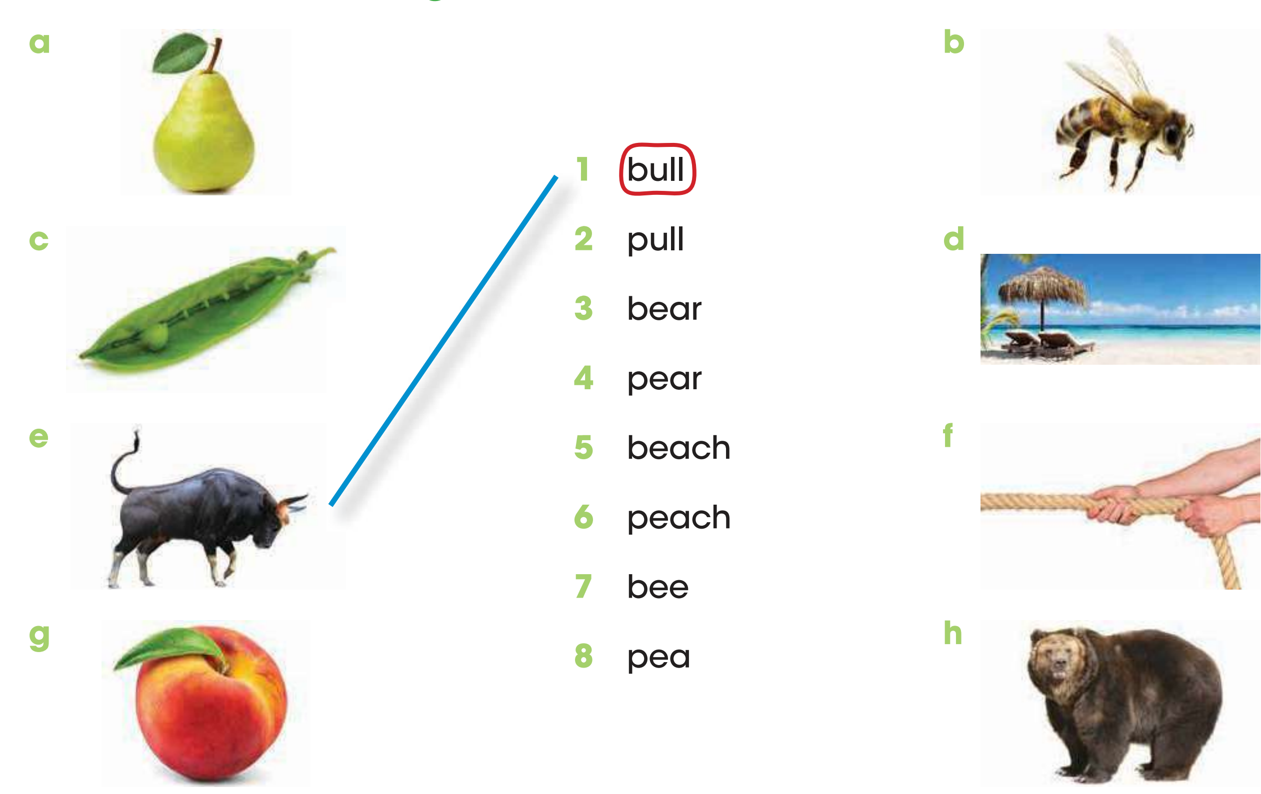
C: I always play tennis on Saturdays.

3 **Play the board game with your friends. Make questions with *how often*. Write four questions of your own. Use *always, usually, often,* and *never.* Then answer them in teams**

LESSON 3
PRONUNCIATION

We make the sounds /p/ and /b/ at the front of our mouths, by pressing our lips together. But they are very different. The /p/ sound is **unvoiced**. This means air comes out of our mouth when we say it. Try it: put a piece of paper in front of your mouth. When you say /p/, the paper moves. The /b/ sound is **voiced**: the paper doesn't move when you say it. Try it!

1 Circle the words that start with 'b' in red. Circle the words that start with 'p' in green. Then look and match



2 Listen and repeat the words in Exercise 1

3 Listen and circle the word you hear. Then listen and repeat

1 bee / pea
2 bull / pull
3 bear / pear
4 beach / peach
5 bee / pea
6 bull / pull
7 bear / pear
8 beach / peach

Look, read, and listen. What happens to the letters in bold in the words?

In English there are some words with **silent letters** – letters we don't pronounce. Say these words and circle the silent letter.

lamb   wrist   island   knee   answer   castle   sign

Listen again, and repeat

Listen and write. Then read aloud

He was **1** ______________ on an
2 ______________ with his
3 ______________ cats. He fell onto a
beach and hurt his **4** ______________.
But he was very lucky – he had a
5 ______________ so he could make
a bandage and **6** ______________
a message in the sand.
Two **7** ______________ later, people
came to save him!

UNIT 6

LESSON 4 WRITING

1 Read. What extreme weather in England is the writer describing? Check (✓) the correct photo below

I was at school with my classmates. Then it started to get dark. We went outside. Then I saw the ... and it was very frightening. It was a very big, wide, black cloud. As it came near us, it was getting bigger and it was twisting around. We could see things in it, like doors and bits of houses! When it was closer, it got even wider and darker. The next day, we found out that the ... hurt a lot of people, and destroyed many homes and other buildings.

a

b

c

2 Find out! Check your answers with your teacher

1 Does this extreme weather event often happen where you live?

2 What does it look like? What happens?

3 How do people try to protect themselves against it?

3 Read another account of an extreme weather event. The words in bold are wrong. Can you correct them?

One day, my family and I were driving through the desert to visit my cousins. After twenty minutes, I **loked** out of the window and saw a sandstorm. Soon, there **were** a lot of sand in the air outside the car and it was very difficult to **sea**. We closed all the windows, but it was now very dark. There **was** other cars on the road. Were they going to hit us? I was really scared. My father moved the car off the road and we stopped. We didn't see **some** more cars on the road, but the sandstorm moved very slowly. Then, suddenly, it moved away. We saw the **son** again and drove on through the desert!

4 Write an account of an extreme weather event in your notebook. Use your ideas from Exercise 2 to help you. Write 30-40 words

5 Work with a partner. Read each other's accounts and say what you think

6 Read the tips for keeping safe in extreme weather. Match them to the correct group. One tip matches both groups

a keeping safe in extreme heat: 1, ____________________

b keeping safe in a sandstorm: 2, ____________________

1 Drink lots of water, even if you don't feel thirsty.

2 Wear a scarf to protect your face.

3 Try to spend time in cool buildings with air-conditioning.

4 Stay inside so the sand can't get in your mouth.

5 Open the windows when there's a cool wind.

6 Don't go outside. If you must go outside, stay in the shade.

7 Eat small, light meals.

8 If you're driving, try to get to the side of the road so you can stop your car.

9 If you're at home, make sure your windows are shut so no sand can get in.

10 Wear light, cool clothing.

11 Cover your head and face as much as possible.

12 Turn off air-conditioning to stop the sand coming in.

7 Work with a partner. Choose one group from Exercise 6 each, and write more tips. Then share them with your partner

LESSON 5

PROJECT

1 Work in groups. Discuss and decide

You are going to make a leaflet about keeping safe in extreme weather. Choose a type of extreme weather for your leaflet. Here are some ideas:

- sandstorms
- heavy rain/floods
- extreme heat/cold
- tornadoes

2 Read and do

1 Read the leaflet. Use your dictionary to find the meaning of the words in bold. Look carefully at the headings, text, and pictures.

2 Think about your leaflet. What can you write? What headings and pictures can you use? Do your research.

3 Decide who will do what. Make sure everyone has something to do.

4 Make your leaflet. Use imperatives to give your advice. Remember to check your work at the end.

How to keep safe in a storm

What might happen in a storm?

- There might be very strong winds.
- There might be heavy rain and lightning.
- It might not be safe to go outside – electric wires could fall.
- There might be a **power cut**.
- People on the street, in houses, or in cars might need your help.

How can you protect yourself?

- Stay inside and keep dry.
- Make sure you have candles and **torches** – there might be a power cut.
- Contact your friends and family to check they are safe.
- Don't go anywhere by train – this could be **unsafe**.
- Help anyone who is afraid.
- Don't stand under trees in case lightning **strikes** .
- Don't stand near wires – they could fall and give you an electric shock.

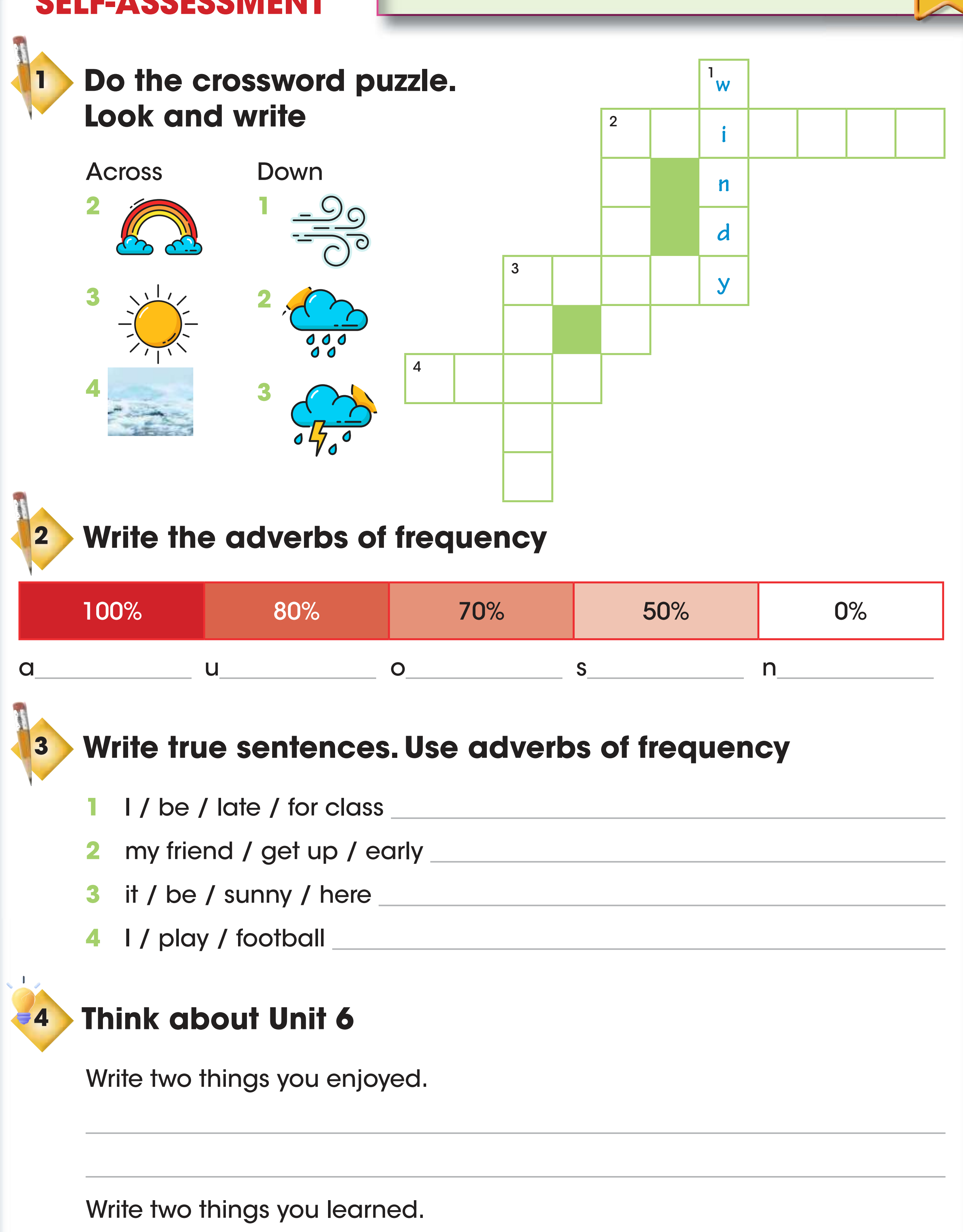
3 Show your leaflet to the class

1 Get up and walk around. Show your leaflet to the other groups.

2 Ask and answer questions about your leaflets.

SELF-ASSESSMENT

1 Do the crossword puzzle. Look and write



2 Write the adverbs of frequency

100%	80%	70%	50%	0%
a__________	u__________	o__________	s__________	n__________

3 Write true sentences. Use adverbs of frequency

1 I / be / late / for class ______________________________

2 my friend / get up / early ______________________________

3 it / be / sunny / here ______________________________

4 I / play / football ______________________________

4 Think about Unit 6

Write two things you enjoyed.

____

____

Write two things you learned.

____

____

REVIEW 2

LESSON 1

1 Listen and point

START

1	2	3	4	5
______	______	______	______	______
10	**9**	**8**	**7**	**6**
______	______	______	______	______
11	**12**	**13**	**14**	**15**
______	______	______	______	______

FINISH

2 Look and write

3 Play and say

What's number 5?

It's a rainbow. What's number 15?

4 Check (✓) the correct past continuous sentences and correct the wrong sentences

1 He were doing his homework with his mom yesterday.
He was doing his homework with his mom yesterday.

2 She was have breakfast at 8 am.____________________

3 I was speaking English at 5 pm.____________________

4 They were makeing paper kites yesterday.____________________

5 We were swiming in the sea in the evening.____________________

6 You were talking to your friends and watching TV.____________________

5 Match the people to the tools for their jobs. Then complete the sentences with *must* or *mustn't*

1

2

3

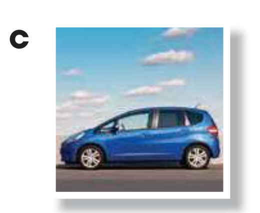
4

5

6

a

b

c 

d

e

f

1 I ________________ get up early to look after my animals.

2 I ________________ be unkind when I interview people.

3 I ________________ give time to each of my sick people.

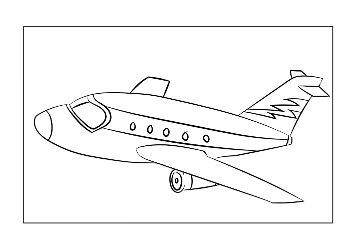
4 I ________________ finish the lesson half an hour early to catch my train.

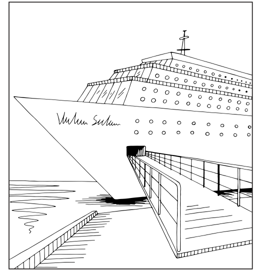
5 I ________________ prepare delicious food for all the guests.

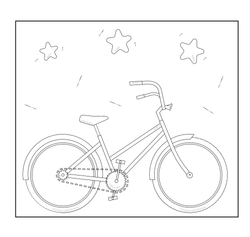
6 I ________________ drive too fast – it's dangerous.

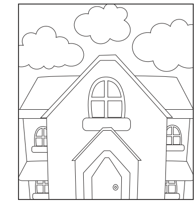
LESSON 2

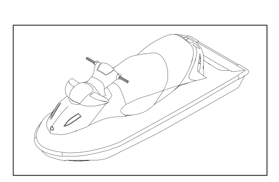
Think about eco-tourism again. Remember that eco-tourism is about being kind to the environment and local people. Color the things which eco-tourism is in yellow and the things which it isn't in red











Aesop was a very famous writer in Ancient Greece. He wrote stories called 'fables' – they always had a **moral**. A moral teaches us to be kind and helpful to other people. An example of a moral is: *Be kind and patient with people.*

Read and listen to one of Aesop's fables. Choose the moral a, b, or c

- **a** Listen to the person who is against you and don't do things.
- **b** Always wear a coat, even when it's sunny.
- **c** Sometimes you can get people to do things by being clever, not by being strong.

The North Wind was trying to make the Sun angry. "I'm very strong," he said, "I'm stronger than you." He looked down and blew. He knocked over some trees on a path. "I'm not so sure you're stronger than me," replied the Sun, smiling.

At that moment, a man wearing a coat walked along the road. The Sun said to the Wind, "OK, let's see. Who can make the man take off his coat?" "Hmm," the Wind said. "Of course I'm going to win." He looked down at the traveler and he blew and blew. The man felt the Wind and he felt cold. He pulled his coat **tighter** around him. He didn't let the Wind blow off his coat. The Wind was angry, but he was tired and stopped.

Then the Sun came out and began to shine. "Oh dear!" said the man "It's so hot!." He got so hot, he took off his coat. "That's better," he said.

The Sun looked at the North Wind and said, "I won." The North Wind was angry and blew away!

Read again and put the events in the story in the correct order

1 The North Wind is not nice to the Sun. [1]
2 The Sun wins the competition. [ ]
3 The Sun tries to make the man take his coat off. [ ]
4 The Sun suggests a competition. [ ]
5 The North Wind tries to make the man take his coat off. [ ]
6 The Sun sees a man on the path. [ ]

Work with a partner. Answer the questions

Do you like the story? Why/Why not?

Do you think the moral of the story is important? Why/Why not?

Now write 30–40 words about what you think of the moral of the story.

Listen and write the words you hear. Then match

a

b

c

d

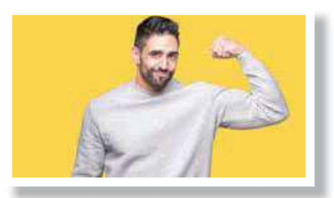
e

f

g

h

i

j 

1 s__________
2 t__________
3 s__________
4 t__________
5 s__________
6 s__________
7 e__________
8 t__________
9 b__________
10 l__________

LESSON 3 Presentation

1 **Work in groups. Prepare a weather forecast for your classmates.**

Do:

1 Draw a big map of Egypt on A3 paper.

2 Talk about the weather in the following places: Cairo, Port Said, Aswan, Alexandria, and Hurghada.

3 Make up your own information (e.g. snow in Cairo!) to give different kinds of weather.

4 Make weather symbols like the ones below. Stick them in the correct places on your map to help make the information really clear.

5 Practice your weather forecasts together.

2 **Do:**

1 Present your weather forecast in groups.

2 Listen to the weather forecasts, then complete the table below.

Group	Cairo	Port Said	Aswan	Alexandria	Hurghada
1	*cloudy*	*sunny*	*snow*		

Self-ASSESSMENT

Now I can ...

1 say place and landscape words

2 say job words

3 say weather words

4 phonics

say three - consonants together: *scr/str/thr*

Say 'ow' words like town, 'i' words like *bye* and 'oy' words like *boy*

Say p/b words like *pea and bee/ bull and pull*

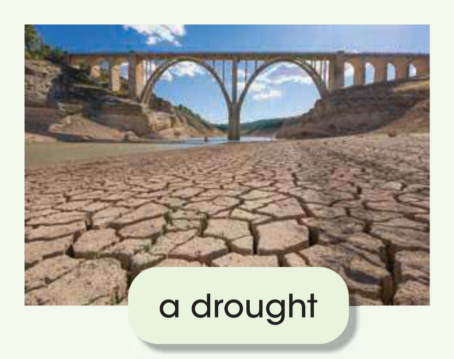
Say words with silent letters like *island and climb*

TERM 1 PROJECT 1

Climate change and how it affects Egypt

What is climate change?

This is a glacier melting


a drought

a flood

Climate change is about how we are changing the weather with pollution. The temperature is rising and the glaciers are melting. This means the sea levels are rising, too. When the sea gets higher, we get floods. When the temperature rises we get droughts because the water evaporates.

1 Read and think about the project and make a poster. Work in groups and prepare a presentation for your class

Think about how climate change is affecting Egypt.

Choose one of the topics in the box below in your group.

Rising temperature   Rising sea levels   Floods   Droughts   Less crops

2 Think about what caused climate change in Egypt

Make **flow sentences** like this one:

Industry making things → warmer temperature → too hot for crops → crops die.

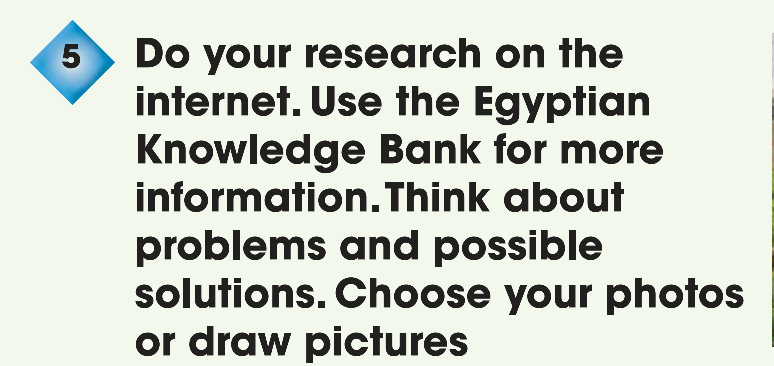
Warmer temperature → glaciers melt → sea level rises → sea water gets into the River Nile and makes it salty → this kills the crops

3 Think about some key words you want to use for your presentation. Circle some good words in the table below:

environment	methane	table	carbon dioxide	temperature
whiteboard	greenhouse gas	cats	agriculture	drought

4 Think about some possible solutions. Look at the example

Climate change might cause problems to agriculture. There might not be enough water to grow crops. One solution to drought is to use soil-less farming. See the photo below. In this way, you grow plants without using soil. Crops get the right amount of water and nutrients in specific greenhouses. And so you save water and time.



5 Do your research on the internet. Use the Egyptian Knowledge Bank for more information. Think about problems and possible solutions. Choose your photos or draw pictures

soil-less agriculture in Egypt

6 Work in your group. Share your ideas. Decide who will present each section of the talk

7 COP27 is a very important international environmental meeting. People from many countries talk about how to help the environment and stop climate change. This year it will be in Sharm El-Sheikh. Think about what you and your group want to say to COP27 about Egypt and the world

Dear COP27

We are worried about climate change. Here in Egypt we have these problems with climate change:

____

My friends and I think we can help Egypt by doing this:

____

We think we can help the world environment by doing this:

____

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Chiu p9 tree; Shutterstock / Volodymyr Burdiak p9 heron; Shutterstock / Wolfgang Zwanzger p9 camel; Shutterstock / EcoPrint p9 wild cat; Shutterstock / SRStudio p9 countryside; Shutterstock / Luis Echeverri Urrea p9 eucalyptus; Shutterstock / IB Photography p9 paint brush; Shutterstock / Alexey Pushkin p9 eagle; Shutterstock / Pictrider p9 insects; Shutterstock / aleks333 p10 market; Shutterstock / Africa Studio p10 shopping list; Shutterstock / Angkulsara p10 mango; Shutterstock /EM Arts p10 onions; Shutterstock / MidoSemsem p10 bread; Shutterstock / nortongo p10 and p16 rice; Shutterstock / Zurijeta p12 and p15 boy (left); Shutterstock / Peakstock p12 and p15 boy (right); Shutterstock / PINK_SUWANNA p13 notebook; Shutterstock / limpido p13 candy; Shutterstock / Lotus Images p13 carrots; Shutterstock / MaraZe p13 chicken; Shutterstock / Valentina_G p13 chocolate; Shutterstock / gresei p13 onions; Shutterstock / Valentyn Volkov p13 mangoes; Shutterstock / Moving Moment p13 cookies; Shutterstock / Nataliya Schmidt p13 bananas; Shutterstock / somdul p13 pistachios; Shutterstock / Jr images p13 watermelon; Shutterstock / Napalai Studio p16 and p65 cake; Shutterstock / JIANG HONGYAN p16 fava bean; Shutterstock / Palokha Tetiana p16 and p65 grape; Shutterstock / DW labs Incorporated p16 candy; Shutterstock / Pineapple studio p16 and p65 egg; Shutterstock / Davydenko Yuliia p16 limes; Shutterstock / baibaz p16 milk; Shutterstock / Pixel-Shot p16 and p32 and p56 and p82 and p104 and p120 girl; Shutterstock / Red Fox studio p17 and p29 and p57 and p80 and p105 and p122 girl; Shutterstock / Tanya Stolyarevskaya p18 cake; Shutterstock / FamStudio p18 and p62 whisking mix; Shutterstock / Gary Perkin p19 weighing butter; Shutterstock / ffolas p19 and p62 pouring milk; Shutterstock / Andrii A p19 oven; Shutterstock / Mangostar p19 mixing ingredients; Shutterstock / Tob1900 p19 boiling water; rifotoproducto p19 cutting; Shutterstock / Stanislav71 p19 grape leaves; Shutterstock / Prostock-studio p20 girl; Shutterstock / chomplearn p20 and p38 and p60 and p88 and p108 and p126 boy; Shutterstock / Virinaflora p21 fruit illustrations; Shutterstock / WESTOCK PRODUCTIONS p22-3 tug of war; Shutterstock / alexkatkov p23 bubble football; Shutterstock / Serhii Bobyk p24-25 and p41 karate; Shutterstock / BlueSkyImage p24-25 squash; Shutterstock / Anna Om p24 and p41 boat; Shutterstock /Awana JF p24 and p25 and p41 and p67 kung fu; Shutterstock / Jozef Klopacka p25 and p41 and p67 tennis; Shutterstock / Microgen p25 and p41 and p67 swimming; Shutterstock / topseller p25 and p41 and p62 and p67 football; Shutterstock / De Visu p25 and p67 boats; Shutterstock / OSTILL is Franck Camhi p45 handball; Shutterstock / Larysa Dubinska p25 girl; Shutterstock / p25 boy; Shutterstock / StoryTime Studio p26 and p81 boy; Shutterstock / ArtDesign Illustration p27 and p64 and p65 football; Shutterstock / sousou07 p27 fractions; Shutterstock / bakulmie03 p27 racket; Shutterstock / MODS p27 cake; Shutterstock / Katerina Davidenko p27 child's room; Shutterstock / tatianasun p27 kitchen; Shutterstock / BearFotos p28 and p67 taekwondo; 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